ENGL 4114 – Adolescent Literature (CN 20255-01 and CN 20576-02)
3.0 Semester credit hours
Course Syllabus
Spring 2014

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Class Times
Tuesday and Thursday - 12:45 P.M. – 2:00 P.M. (CN 20255-01)
5:00 P.M. – 6:15 P.M. (CN 20576-02)

Classroom
Clayton Hall T-217

Course Description:
Catalog Description: A thematic study of literature for adolescent and young adult audiences. This study will analyze a broad representation of materials, including those which focus on a variety of ethnic groups, cultural experiences, and historical periods. This course is required for all middle level teacher education students with a major concentration in language arts.

Prerequisites: ENGL 1102 with a minimum grade of C and ENGL 2111 with a minimum grade of C or ENGL 2112, ENGL 2121, ENGL 2122, ENGL 2131, or ENGL 2132 with a minimum grade of C.

Instructor
Dr. Amy Sanford
Assistant Professor
Department of English

Instructor Contact Information
Office: Arts and Sciences G-210M
Phone: 678-466-4807
Fax: 678-466-4899
Email: AmySanford@mail.clayton.edu
Internet: http://faculty.clayton.edu/asanford
Office Hours
Tuesday and Thursday 10:00 A.M. – 11:00 A.M. and 2:50 P.M. – 4:50 P.M.

Communication
I will use your CSU email account as my primary means of communication with you outside of class. CHECK CSU E-MAIL DAILY FOR INFORMATION AND ANY NECESSARY SCHEDULE AND/OR ASSIGNMENT CHANGES. Not checking your email is not an excuse for not knowing information I email to you. Please email me from your CSU account only; I will not reply to emails sent from outside accounts. GaVIEW D2L has an email function, but I do not recommend that you email via that account.

Teacher Education Policy: The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

Conceptual Framework:
The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

Note: The above procedures are subject to change throughout the semester.
Teacher Education Policy: The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site:
http://www.clayton.edu/arts-sciences/teachered/standardsoutcomes

Teacher Education Outcomes: In ENGL 4114 the teacher education candidates

- plan for student learning of literature in late elementary and secondary grades.
- demonstrate appropriate knowledge of reading and literature content for pre-adolescents and adolescents in late elementary and secondary grades.
- learn how to foster student well-being to support learning.
- demonstrate the professional demeanor required to be a successful collaborative and reflective teacher.

English Outcomes: In ENGL 4114, the student will

- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.
- Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources.

Course Learning Outcomes: In ENGL 4114, the student will

1. Read and study a textbook on adolescent literature, including short story and poetry selections, and novels that cover a variety of themes, genres, and topics of interest to preadolescents, adolescents, and young adults.
2. Consider thematic connections of texts representing a variety of genres of young adolescent literature.
3. Reflect on adolescent literature texts in response to the characteristics of good YA lit, personal response, and relevancy to adolescents’ language arts courses.
4. Complete an author study in order to understand better a young adult literature author’s approach to writing, craft, themes, and body of work.
5. Enter as both listener and participant into the ongoing professional conversation about adolescent literature and its role in English language arts.
6. Locate and use available resources to evaluate and recommend appropriate adolescent literature for students and themselves.
7. Determine possible ways to use adolescent literature to teach literary elements related to character (e.g., protagonist, antagonist, stereotypes, archetypes, characterization), structure (e.g., plot elements), craft (e.g., style), and language (e.g., metaphor, simile, analogy, allusion).
8. Understand the history and current implications of censorship of young adult literature.
9. Explore how adolescent literature can enrich content knowledge.

Required Texts for Spring 2014

Textbook

Trade books
Anderson, Laurie Halse. Speak.
ISBN# 9780141310886
Cleary, Beverly. *Dear Mr. Henshaw.*
ISBN# 0380709589

ISBN# 9780440228004

Hinton, S.E. *The Outsiders.*
ISBN# 014240733X

Howe, James. *The Misfits.*
ISBN# 9780689839566

ISBN# 0547577095

Paulsen, Gary. *Hatchet.*
ISBN# 1416936475

Ryan, Pamela Munoz. *Esperanza Rising.*
ISBN# 043912042X

You will have other required readings that will be your choice. You will choose an adolescent novel, a book-length work of adolescent nonfiction, an adolescent novel that has been frequently censored, and an adolescent novel for your final project. These books can be found in many libraries, book stores, and online bookstores.

**Personal Choice Adolescent Literature:**
We will discuss these options in class. You may select this novel from the lists provided in the textbook, *Literature for Today’s Young Adults* by Nilsen et al., examples used within CCGPS Frameworks for grades 4-12., and other options I will provide in class.

**Adolescent Nonfiction:**
Consult the following to choose your nonfiction selection:
- YALSA Nonfiction Award List ([http://www.ala.org/yalsa/nonfiction-award](http://www.ala.org/yalsa/nonfiction-award)). This link is also listed in GaVIEW D2L.
- Suggestions in the *Literature for Today’s Young Adults* by Nilsen et al. (class textbook).
- Examples used within CCGPS Frameworks for grades 4-12.

**Censorship:**
Blume, Judy. *Forever*
Crutcher, Chris. *Whale Talk.*
Myers, Walter Dean. *Monster*
Sanchez, Alex. *The God Box*
You will also be required to read articles from professional journals, such as *The Journal of Adolescent and Adult Literacy*, *Voices in the Middle*, *Reading Teacher*, and *English Journal*. Articles can are listed under additional readings and can be accessed via Georgia Desire2Learn. Bring readings to class on the day for which they are assigned.

**Recommended Texts:**

**Other Required Materials**
- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed, including Microsoft Office 2010 with Web Expressions). For further information on CSU's Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).
- Daily, reliable Internet access for Desire2Learn.

**Computer Requirement:**
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to [http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy](http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy).

**Software Requirement:**
To properly access the course content you will need to download the following free software:

**Computer Skill Prerequisites:**
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

**In-Class Use of Notebook Computers and Electronic Devices:**
Unless we are all using laptops for a specific class-based activity, laptops must be closed. Student notebook computers will sometimes be used to access course materials, create presentations, and communicate with your instructor. All other electronic devices must be off. If you have an emergency situation that necessitates your needing access to your phone during class, please let me know before class begins.

GeorgiaVIEW Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting :”GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Course Work/Evaluation:

Below are the major assignments and grading categories for this course.

Responses to Readings: (20%)

Out-of-Class Responses to Novels: Students will write a 2 page response to each novel read, except for the ones for which you are required to complete a literature circle role. These responses are due before class begins. You must upload them into GaVIEW D2L AND bring a stapled hard copy to class. At the top of each response, be sure to include your name, the novel to which you are responding, and the date the response was written. All responses should be single-spaced, including the heading. Vary the focus of your responses for each response paper so that throughout the semester you consider each of the following ideas as you write:

- a close analysis of a particular passage that moved you, irritated you, or puzzled you
- a discussion of particular implications of and ideas for the use of the text in a classroom, i.e., what could this text be used to teach?
- a critique of how adolescence is constructed within the work
- a comparison of a particular element of the text with another similar text
- a critique of the work’s treatment of issues of class, culture, ethnicity, gender, history, race, or sexuality
- a critique of a character’s development.
- a professor-required focus

Out-of-Class Notes on Textbook and Articles Read: For all required reading beyond the novels and nonfiction selection, you are required to take notes. These notes can take various forms (e.g., Cornell notes, two-column notes, etc.). You may choose whatever means you like as long as your notes provide evidence of your reading and interacting with your reading. You should have your notes in class every class meeting. I will check these in class.

Book Talk and Research: (5%)
You will prepare and present a book talk on an adolescent novel of your choice. You may choose your text from a variety of sources, including the following:

- The Honor Lists and other textbox lists in the textbook
- Book award sites (See GaVIEW D2L)
- Lists of YA Lit frequently used in schools.

After reading your novel, you will present a book talk to the class and present your findings from at least one scholarly article about the novel, the author, or the theme. These presentations may take no longer than 8 minutes. I have uploaded examples of these articles you can use; if you are not sure if an article you find is suitable, ask me before you present. All book talks and research findings must be uploaded into GaVIEW D2L before the class period in which they are presented to expedite the presentation process.

**Midterm Exam: (10%)**
You will take a midterm exam during class on February 25th. This exam will assess your learning of the material read and discussed during the first 6 weeks on the semester.

**Daily Work: (15%)**
Most daily activities will be assessed with a √+, √, or √- to assess thoroughness of work. Many in-class activities cannot be made up, particularly partner and group activities. In addition to in-class activities, daily work may include the following:

*In-Class Writing:*
There will be times when I provide a writing prompt to which you will respond at the beginning of class. The purpose of a prompt may be to activate prior knowledge, to hook you into the day’s focus, and/or simply to assess whether or not you read the day’s required reading. If you are tardy, and I have already taken the in-class writing up, you may not make it up.

*Literature Circles/Book Groups/Socratic Seminars:*
Literature circles require everyone’s participation in order to be effective. Work for each literature circle role must be submitted via Desire2Learn before class in order for students to receive credit. Students who are absent may receive half credit for submitting role work online but may not make up the other half of the credit because of no participation in the actual literature circle.

*Group Discussion/Protocols:*
After reading textbook chapters and articles, we will often discuss the readings in groups. Contributions to this work are vital to constructing our understanding of these texts. Missed contributions to this work may not be made up.

**Using the Book(s) Project: (20%)**
*Check-in Points: (See Course Schedule)*
Proposal
Topic/Theme and Extended Text (Anchor)
Annotated Bibliography of Shorter, Related Texts
Completed Project
Rationale: (5%)  
You will write a rationale for the reading and/or teaching of an adolescent/YA novel of your choosing. The rationale will follow the NCTE guidelines for how to write a rationale. (See NCTE How to Write a Rationale in GaVIEW D2L.) Be sure you use an original rationale. The instructor may require you to submit your rationale to turnitin.com.

Author Study: (10%)  
The Author Study is an in-depth investigation and presentation an author of adolescent/YA literature. You will choose an author from the list below to investigate. Based on your investigation, you will develop an Author Sheet that must include the following: a brief biography, a selected bibliography of the author’s works, key quotations from or about the author, a photo, media access (e.g., blogs, Facebook, Twitter, etc.), and other pertinent information. You may choose from the list of authors below; only one person may choose an author:
Sherman Alexie  
Judy Blume  
Sandra Cisneros  
Beverly Cleary  
Suzanne Collins  
Robert Cormier  
Chris Crutcher  
Christopher Paul Curtis  
Sharon Flake  
John Green  
Karen Hesse  
S.E. Hinton  
James Howe  
Jeff Kinney  
Lois Lowry  
Mike Lupica  
Walter Dean Myers  
R.J. Palacio  
Gary Paulsen  
Rick Riordan  
J.K. Rowling  
Pam Muñoz Ryan  
Louis Sachar  
Jerry Spinelli  
Mildred Taylor  
Jacqueline Woodson  
Paul Zindel  
Markus Zusak
Media Comparison: (5%)
For this assignment students will compare a printed text to a media representation of the text. Examples of media representations might include a film, an audio recording, a graphic novel, a play, a script, etc. Students will submit a 2-3 page paper comparing and contrasting the texts.

Final Exam: (10%)

Grading
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Mid-term Progress Report:
The mid-term grade in this course reflects approximately 20% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 7. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, March 7, 2014.

Course Policies

General Policy
Students must abide by policies in the Clayton State University Student Resource Handbook, and the Basic Undergraduate Student Responsibilities.

University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
I expect the same of you. Attendance is expected for all class periods. Students who miss more than 20% of classes will be in danger of failing the course (more than 9 classes for MWF; 7 for TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for a class day’s work. If you are a teacher candidate, be mindful that as you set out on this journey to becoming a professional educator, you should begin to adopt the dispositions of a teacher. Teachers show up, they are on time, and they are prepared.
I consider tardiness to be a disruption of the learning environment. Please see the section *Disruption of the Learning Environment* below.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course. **Valid excusable absences include those that can be documented (doctor’s visit or court date, for example).** The instructor should always be notified in advance of an impending excused absence. Presenting the written excuse is the responsibility of the student upon return to class.

**Missed work**
Without a valid excuse, a grade of zero points will be assigned for missed work. If a valid excuse is provided, you have two days to complete a missed assignment. This policy also applies to work missed because of tardiness or leaving class early. Some daily work, particularly collaborative work, may not be made up if missed. See the description of Daily Work for more specific information regarding missed and late work.

**Late work:** Many of the class activities we do simply cannot be "made up" since they focus on your active engagement with others' ideas. If you miss these, you may earn a 0 that cannot be made-up. Bearing this in mind, I accept late major assignments within four days of its being due with a letter-grade-a-day penalty. If you are absent on a day that an assignment that was announced in an earlier class meeting or is listed in this syllabus is due, you are still responsible for submitting that assignment regardless of your attendance.

**Submitting out-of-class work:** All out-of-class work must be submitted in GaVIEW D2L by the time and date indicated. Stapled hard copies of all assignments must also be brought to class. I will not accept a multiple-page document that is not stapled.

**Academic Dishonesty**
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the Student Resource Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

**Plagiarism Detection Software.**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of the Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such
rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

Writing Assistance
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit our website for more information: http://clayton.edu/writersstudio.

There you will find a link to register for appointments online: http://clayton.mywconline.com

You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:

http://www.clayton.edu/operation-study

Course Schedule

Please Note: I will make changes to the schedule to accommodate unforeseen events and to meet the class’s educational goals more effectively.
<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Jan. 14\textsuperscript{th}</th>
<th>Syllabus, Introductions, and Expectations</th>
<th>Syllabus</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Jan. 16\textsuperscript{th}</td>
<td>What Counts as Adolescent Literature?</td>
<td>Nilsen et al., Ch. 1</td>
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<tr>
<td>Week 2:</td>
<td>Jan. 21\textsuperscript{nd}</td>
<td>The History of Adolescent Literature</td>
<td>Koss and Teale, “What’s Happening in YA Literature? Trends in Books for Adolescents”; Nilsen et al., Ch. 2 DUE: Author Study Choice and Sign-up</td>
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<td></td>
<td>Jan. 23\textsuperscript{rd}</td>
<td>Response to Literature</td>
<td>Bushmann and Haas, Ch. 3, “Using Reading Response to Begin”</td>
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<tr>
<td>Week 3:</td>
<td>Jan. 28\textsuperscript{nd}</td>
<td></td>
<td>Hinton, \textit{The Outsiders}</td>
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<td></td>
<td>Jan. 30\textsuperscript{th}</td>
<td>Realistic Fiction</td>
<td>Nilsen et al., Ch. 4</td>
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<tr>
<td>Week 4:</td>
<td>Feb. 4\textsuperscript{th}</td>
<td>Bullying</td>
<td>Howe, \textit{The Misfits} DUE: Literature Circle 1 Role</td>
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<td></td>
<td>Feb. 6\textsuperscript{th}</td>
<td>Evaluating Literature</td>
<td>Nilsen et al., Ch. 10</td>
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<tr>
<td>Week 5:</td>
<td>Feb. 11\textsuperscript{th}</td>
<td>Finding Our Voice</td>
<td>Halse Anderson, \textit{Speak}</td>
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<td></td>
<td>Feb. 13\textsuperscript{th}</td>
<td>Historical Fiction</td>
<td>Nilsen et al., Ch. 8</td>
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<tr>
<td>Week 6:</td>
<td>Feb. 18\textsuperscript{th}</td>
<td></td>
<td>Curtis, \textit{The Watsons Go to Birmingham} DUE: Literature Circle 2 Role</td>
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<td></td>
<td>Feb. 20\textsuperscript{th}</td>
<td>Nonfiction</td>
<td>Nilsen et al., Ch. 9</td>
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<tr>
<td>Week 7:</td>
<td>Feb. 25\textsuperscript{th}</td>
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<td>Midterm Exam</td>
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<td></td>
<td>Feb. 27\textsuperscript{th}</td>
<td>Young Adult Literature in the Classroom</td>
<td>Nilsen et al., Ch. 11</td>
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<tr>
<td>Week 8:</td>
<td>Mar. 4\textsuperscript{th}</td>
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<td>Cleary, \textit{Dear Mr. Henshaw} DUE: Literature Circle 3 Role</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<tr>
<td>Mar. 6th</td>
<td>Dystopia</td>
<td>Nilsen et al., Ch. 5</td>
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<td><strong>Week 9:</strong></td>
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<td>Mar. 18th</td>
<td>Equality</td>
<td>Lowry, <em>The Giver</em></td>
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<td>Mar. 20th</td>
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<td><em>The Giver</em> articles</td>
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<tr>
<td>Mar. 27th</td>
<td>Poetry, Short Stories, and Drama</td>
<td>Nilsen and et al., Ch. 6</td>
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<td><strong>Week 10:</strong></td>
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<td>Mar. 25th</td>
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<td>Nuñoz Ryan, <em>Esperanza Rising</em></td>
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<td>DUE: Literature Circle 4 Role</td>
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<td>Mar. 27th</td>
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<td><strong>Week 11:</strong></td>
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<tr>
<td>Apr. 1st</td>
<td>Censorship</td>
<td>Nilsen et al., Ch. 12</td>
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<td>(seriously)</td>
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<td>DUE: Media Comparison</td>
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<td>Apr. 3rd</td>
<td>Rationales</td>
<td>NCTE’s <em>How to Write a Rationale</em> (GaVIEW D2L)</td>
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<td><strong>Week 12:</strong></td>
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<td>Apr. 8th</td>
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<td>Censorship Selection</td>
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<tr>
<td>Apr. 10th</td>
<td>Putting It All Together</td>
<td>Ostenson and Wadham, “Young Adult Literature and the Common Core: A Surprisingly Good Fit”</td>
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<td><strong>Week 13:</strong></td>
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<td>Apr. 15th</td>
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<td>Paulsen, <em>Hatchet</em></td>
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<td>DUE: Literature Circle 5 Role</td>
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<td>Apr. 17th</td>
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<td><strong>Week 14:</strong></td>
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<td>Apr. 22nd</td>
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<td>Nonfiction Selection</td>
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<td>Apr. 24th</td>
<td>Digital Literacies and New Media</td>
<td>Nilsen et al., Ch. 3 and Ch. 6, pages 219-221; Hayes, “Making the Shift: YA Lit. 2.0”</td>
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<td><strong>Week 15:</strong></td>
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<td>Apr. 29th</td>
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<td>Final Projects</td>
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<td>May 1st</td>
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13
| **Exams**  
| May 6th – 12th | **Final Exam** |