Hello Rebecca,

Thanks for starting a draft of your intended British and Adolescent Literature Contract. Four credits of the this contract need to focus on covering the content that would be in the summer Adolescent Literature course that Terry Ford teaches. That means you really will need to work on reading works from at least five or six genres, and most of the works you have listed in the contract description are all from the “coming of age” genre. I don’t see anything from historical nonfiction, sports or romance or adventure or mystery or fantasy or science fiction for instance. The contract should stretch your boundaries to become acquainted with the breadth of YA literature. That leaves two credits for you to become familiar with the canon of British literature and nontraditional British literature.

I don’t really get the title of your contract. “Developing Literature….” – one doesn’t develop literature, one develops one’s (or others’) understanding and appreciation of literature. I think a straightforward title such as “Explorations in British and Adolescent Literature” or something like that would be more applicable and make more sense for the cover sheet of your transcript.

While I understand your interest in the Muslim Diaspora and want to honor that as a piece of your exploring nontraditional British Literature, I believe you should consider strengthening your knowledge of the standard canon of British literature first. Thus I suggest creating a list of authors with the time periods, and read at least two works you probably should know but haven’t had a chance to read before such as Robinson Crusoe, Canterbury Tales, Pride and Prejudice, Frankestein, Great Expectations, Dracula, etc. Then, rather than reading “Islam and Muslim Identities in Four Contemporary British Novels”, a doctoral dissertation from Hasan Majed, I suggest you actually read one of the novels mentioned in this dissertation such as Minaret by Leila Aboulea . The goal is first to have actually read some of the literature, not just analysis about the literature (which you can do after you read some of it).

You will learn more about how to teach YA literature in the MiT program. Now is the time to focus on content of the YA and British literature, not the teaching methods. The Lewis text and Au texts are examples of works you would read in MiT, not in an undergraduate contract at this time. So your reading list should have a text that gives you a historical overview of YA lit and acquaints you with the genres of and selection criteria for YA literature, such as Arthea J.S. Reed’s *Reaching Adolescents: The Young Adult Book and the School*  or Alleeen Pace Nilesen and Kenneth L. Donelsons’s  *Literature for Today’s Young Adults*  or Katherine T. Bucher and KaaVonia M. Hinton’s *Young Adult Literature: Exploration, Evaluation, and Appreciation.* Once you know the genres and selection criteria, you should work to read 2-5 examples in each genre and make annotation/literature cards evaluating the work for reading level, interest level, plot, your critique, social and cultural imagery, curriculum uses, etc. This is where you can read examples of coming-of-age books such as *She Wore Red Trainers* and *The Perks of Being a Wallflower.*

Thus I suggest reworking your contract description to read a foundation YA review text, and you will read examples from the genres in YA literature (don’t have to list all the titles at this point).

I would get rid of your first learning objective.

I would change your second object to read:

Gain an understanding of the traditional and nontraditional voices in British Literature, and what works are taught in Washington State secondary English classrooms.

Activities would be to:

1. Review time periods of Brit lit and create an author list for each time period
2. Contact several regional school districts for reading lists within middle/high school ELA classrooms and identify British literature
3. Choose two works of traditional British literature to read and analyze, preferably from the classroom reading lists you identified.
4. Create a list on nontraditional Brit lit voices and choose at least one work to read and analyze, for instance one from the Muslim Diaspora in England.

Sponsor to evaluate:

1. Book list for British lit timeperiods and authors for trandional and nontraditional authors
2. Compiled reading lists from regional school districts for ELA curriculum
3. Papers analyzing two works of traditional British literature
4. Paper analyzing one work on nontraditional British literature

I would change the third objective to read:

Gain an understanding of the genres of adolescent literature with representative authors. Gain an understanding of, and use selection criteria to evaluate works of young adult literature from each of the major genres.

Activities would include:

Read text acquainting you with history of young adult literature, selection criteria, genres and authors. Write 5 page paper about what you learned about these topics.

Read 2-5 examples from each genre of YA lit and create annotation or literature cards on each work identifying reading level, interest level, plot summary, critique, social and cultural imagery, curriculum uses.

Sponsor to evaluate:

Paper on overview of YA literature

Adequate number of books read from each genre, how well the book choices met the selection criteria for each genre, ability to analyze and apply the selection criteria and ability to project curriculum uses.