

Call For Chapter Abstracts

Working Book Title:

Adolescent Literature as a Complement to the Content Areas

Book Editors and Contributors:

Paula Greathouse, Ph.D., Tennessee Tech
Brooke Eisenbach, Ph.D., Lesley University
Joan Kaywell, Ph.D., University of South Florida

Publisher:

Rowman and Littlefield (text has already been accepted for publication)

Book Overview:

Common Core Standards for Content Literacy place clear emphasis on the role that literature should play in student learning, stating that, “[t]hrough reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective” (Common Core Initiative, 2010). In our conversations with educators across the country, we discovered that few teachers outside English Language Arts are utilizing Young Adult (YA) literature in their content area classes to meet this emphasis. This absence has been attributed to educators’ lack of knowledge and exposure to YA literature as well as guided instructional strategies they can use to include these texts in their curriculum. In other words, educators are unclear on ways in which they can incorporate YA literature to engage students in dialogues about content while supporting literacy standards. This text will provide teachers and teacher educators with instructional frameworks for including YA literature in content areas as a means to develop content knowledge while simultaneously addressing literacy standards.

This text will be structured across the secondary grade levels: 6th - 12th. There are six sections for this text. Within each section, there are several concentration areas. Each section and concentrations are as follows: Science (General Science, Biology, Chemistry, Environmental Science, Physics, Earth Science), Mathematics (General Math, Algebra, Geometry, Calculus, Business Math), The Humanities (Music, Art, Theater, Humanities, Psychology), Social Studies/History (General History, Social Studies, American History, World History, Ancient History, Current Events). Below are the chapter expectations:

- Chapters should be written in teams consisting of one content area educator and one literacy/reading educator. Through this design, readers can be assured that both content and literacy standards are being addressed.
- Each chapter should focus on one content concentration area.
- Chapter should include several text-to-standards (both content and CC literacy) connections, as well detailed instructional approaches for teaching one specific YA novel that align to these standards.
- Instructional approaches should include pre-, during-, and after-reading activities.
- Both whole class and individual assignments should be included within each lesson that spotlight student’s understanding of both the content of the YA novel and the subject matter.
- At the end of each lesson, chapter authors should also provide extension activities that allow students to demonstrate how they understand the cross-curriculum connections which will include the creation of literacy products beyond the essay—graphs, charts, digital production, etc.
- When appropriate and accessible, authors should include vignettes or anecdotal evidence of the implementation of noted activities, lessons, or selected YA texts in the classroom
- Chapter authors should provide an annotated list of YA texts (fiction and non-fiction) and other

resources – websites, videos, author interviews, etc., that are appropriate for each chapter's subject matter at the end of each chapter.

- Final chapters accepted for the book should range between 2,500-3,500 words excluding references and figures/tables.

Potential chapter author teams should submit: 1) an abstract of no more than 700 words, references excluded, and 2) a bio of no more than 150 words by August 8, 2016. Abstracts should include a clear statement of which content and concentration the proposed chapter would support.

All chapter proposals and questions should be submitted to the editors at YALclassroom@gmail.com.

Book Timeline:

Call sent: June 24, 2016

Proposals due to editors: August 8, 2016

Decisions emailed to chapter authors: August 29, 2016

Full chapters due to editors: October 31, 2016

Chapters returned to authors for revision (as needed): December 5, 2017

Revised chapters due to editors: January 9, 2017

Full book submission to publisher: March 1, 2017