

Study and Scrutiny: Research on Young Adult Literature

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INTRODUCTION

Welcome to the third issue of *Study and Scrutiny: Research on Young Adult Literature*. This issue begins with Victor Malo-Juvera’s “**The Effect of an LGBTQ Themed Literary Instructional Unit on Adolescents’ Homophobia.**” To address the dearth of empirical research that examines in what ways the use LGBTQ themed literature in English language arts instruction impacts homophobia, this study measured the ability of an instructional unit of the young adult novel *Geography Club* to reduce adolescents’ homophobia. An analysis of pretests revealed that girls had lower levels of homophobia than boys and that Black students had higher levels of homophobia than Hispanic students. Posttest results indicated that the intervention was successful in lowering homophobia. This article argues that schools and teacher education programs should make a concerted effort to incorporate LGBTQ themed texts into curricula to reduce the culture of homophobic violence that remains prevalent in many schools.

The next explores the use of LGBTQ young adult literature in a pre-service setting. To address the lack of progress made in incorporating LGBTQ themed literature in secondary classrooms, Paula Greathouse and Mike Diccio’s study, “**Standing but not Delivering: Preparing Pre-service Teachers to use LGBTQ Young Adult Literature in the Secondary English Classroom,**” documenting the transition into the classroom of two educators who completed LGBTQ training during their teacher preparation program. Participants in this training made a commitment to include LGBTQ literature in their classrooms. However, once in the classroom, other factors arose that made this commitment problematic.

Alice Hays’ “**Using Young Adult (YA) Literature in a Classroom: How Does YA Literature Impact Writing Literacies**” argues that young adult literature can help teachers meet the needs of the whole student as well as state-mandated standards. This study explores how 9th graders at an urban high school engaged with reading and

writing after reading YA literature, whether writing samples from students who read YA literature differed from the group of students who read canonical literature, whether the students saw themselves as better writers following the experience, and how the teacher as a result of the study perceived reading YA literature. The quantitative and qualitative results indicated greater engagement and understanding of the YA literature in comparison to the classic literature, while the teacher expressed enjoyment in teaching both pieces since they were both received well by the students. This study suggests that there are pedagogical reasons to incorporate YA literature in the classroom, in addition to enhancing enjoyment.

Study and Scrutiny continues to stretch the interview genre. In Issue 1, Rodrigo Joseph Rodriguez conducted an interview with Benjamin Saenz incorporating deep textual analysis (<https://journals.shareok.org/studyandscrutiny/article/view/115>). In Issue 2, Bryan Crandall weaves in a conversation with Kwame Alexander and participants in a year-long professional development program with a Connecticut middle school centered around Kwame Alexander's *The Crossover* (2014) and *Acoustic Rooster and His Barnyard Band* (2011). In this issue, Rodrigo Joseph Rodriguez conducts an interview with Isabel Quintero, author of the young adult novel, *Gabi, a Girl in Pieces*. In this interview entitled, **"There is No Hiding from the Self: A Conversation with Isabel Quintero,"** Rodriguez again integrates text analysis into the conversation. We end the issue with book review of *Gabi, a Girl in Pieces*, by Lorena Germán.

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As usual, we welcome teachers, librarians, graduate students, and educators who would like to review for us in the future. We invite reviewers who are passionate about YA literature and are able to share their knowledge and expertise to improve *Study & Scrutiny*

as well as to spread the word about the journal. Please email any of the editors, and we will gladly include your name and contact information in our database of reviewers.

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