

**Call for Chapter Proposals**  
**Shakespeare and Adolescent Literature: Pairing and Teaching**

**Editors**

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**Publisher**

Rowman and Littlefield (contracted)

**Proposal Submission Deadline:** January 13, 2020

**Proposal Decisions:** January 25, 2020

**Full Chapters Projected Due:** April 6, 2020

**Revisions Projected Due:** May 15, 2020

**Overview**

Despite the proliferation of high-quality young adult (YA) literature in the past decades, canonical texts continue to dominate secondary English Language Arts (ELA) curricula. Shakespeare's plays are a main course in secondary schools across the nation and works such as *King Lear*, *Hamlet*, *Macbeth*, and *Othello* are some of the most frequently appearing texts on the AP Language and Literature test (Albert.io, 2016).

On the other hand, there has been a slow but steady shift in how educators consider ELA curriculum and pedagogy. Much of this is spurred by current socio-political issues, such as conflicts over queer rights, immigration, and gun control, that dominate the milieu of adolescents' lives but that are not reflected in canonical texts, thus often reducing their relevancy for today's adolescent readers (Malo-Juvera & Greathouse, 2020).

*Shakespeare and Adolescent Literature* will build on, update, but also extend the work done by Kaywell (*Adolescent Literature as a Complement to the Classics*) and Gallo (*From Hinton to Hamlet: Building Bridges between Young Adult Literature and the Classics*) by offering teachers chapters that examine Shakespeare's most taught works combined with adolescent literature.

Although this text does not center on a specific theme, we seek proposals for chapters that will guide secondary ELA teachers (6-12) in using Shakespeare and adolescent literature in tandem to address topics that are not only academically rigorous, but that are of high interest to modern students and relevant to their daily lives.

## Chapter Expectations

- Each chapter should focus on one work of Shakespeare and one adolescent text.
- We are open to all of Shakespeare's works; however, we are especially interested in receiving proposals that address the following plays: *Romeo and Juliet*, *Hamlet*, *Macbeth*, *Julius Caesar*, *A Midsummer Night's Dream*, *Othello*, *Merchant of Venice*, *Much Ado About Nothing*, *The Tempest*, *Taming of the Shrew*, and *King Lear*.
- Instructional approaches should include pre-, during-, and after-reading activities.
- Both whole class and individual tasks should be included within each lesson that spotlight students' understanding of both the content of each text 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 pairing connections and 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 or lessons.
- Final chapters will range between 4000 - 5000 words (15-20 pages) including references and figures/tables.

## Proposals

All proposals should be in APA Style formatting and include:

- 1) an abstract of 750-1000 words (not including references) that provides a clear statement of the rationale for pairing Shakespeare and the adolescent text and a brief outline of the pedagogical activities (pre-, during-, after-reading, and extension activities), as well as an overview of the major themes/content to be addressed
- 2) a separate cover page that indicates all authors' full names, email addresses, and affiliations

All chapter proposals and questions should be submitted to Vic at [malov@uncw.edu](mailto:malov@uncw.edu) with "Shakespeare and Adolescent Lit" in the subject line.