

I. Course Number and Title: Eng 392 - Reading Interests of Adolescents

II. Academic Credit: 3 (Undergraduate)

III. Course Description:

Reading and discussion of literature popular with adolescents. Insights into using it in the classroom. Prerequisite: English 201.

IV. Course Goals and Objectives

- A. As members of a reading community,
 - 1. to enjoy and share our own reading experiences in literature for young adults, (LD5, LD8, LR4, LR8)
 - 2. to enlarge our understanding of what we read through discussions with others, (LD2, LD5, LD8, LR2, LR4)
 - 3. to encourage others to explore new areas in their own reading. (LD2, LD5, LR4)
- B. As individual readers of literature for adolescents,
 - 1. to explore the field of literature for young adults, encountering new titles, topics, authors, genres, and literary techniques, (LR7)
 - 2. to pursue the reading of one significant author in the field of YA literature, (LR7)
 - 3. to more fully understand how societal issues are reflected in literature for young adults, and ultimately, to expand our sympathies and to see ways in which our growing understanding and empathy might enhance our own lives and the lives of others.
. (T5, T7, T9, LD8, LR2, LR4, LR7)
- C. As future professionals,
 - 1. to learn more about adolescents/adolescence, (T3, T5, T6, T8)
 - 2. to learn more about the field of Young Adult literature, discovering specific sources to use for continued learning, (LR5, LR6, LR7)
 - 3. to formulate our own personal goals concerning connecting young adults and books, (T1, T2, T3, T6, T8, T9)
 - 4. to connect the use of literature for young adults in the classroom or other settings to current research concerning literacy learning. (T8, T9)

V. Required Texts

Bucher, Katherine and Kaavonia Hinton. *Young Adult Literature: Exploration, Evaluation, and Appreciation*. New York: Allyn & Brown, 2009. 978-013-7145324

Alexie, Sherman. *The Absolutely True Diary of a Part-time Indian.*, Little, Brown, 978-0316013697

Canada, Geoffrey. *Fist, Stick, Knife, Gun*. Boston: Beacon Press, 2010. 978-0-8070-4449-0.

Collins, Suzanne. *The Hunger Games*. Scholastic Press, 978-0439023481

Paschen, Elise, ed. *Poetry Speaks Who I Am*. Naperville, IL: Sourcebooks, 2010. 978-1-4022-10747

Zusak, Markus. *The Book Thief*. Knopf, 978-0375842207

*Books of Choice for Banned Book Activity, Research and Projects

(or other representative novels and other types of literature—selections change every year to reflect “classics” and current trends/issues in young adult literature)

VI. Content and Methodology

A) Content

What is Literature: Content or Experience?

What is Reading?

What is “Adolescent Literature?”

The history of adolescent literature

Literary Aspects of Young Adult Books

Young Adults and Their Reading

What is an adolescent?

Developmental Tasks,

Concrete vs. Formal Operations

Conceptual Levels

Erikson’s Identity Crisis and Recapitulation Theory

How does adolescence affect adolescents’ reading needs?

Evaluating, Promoting, and Using Young Adult Books

Representative Genres

The New Realism

Contemporary Realistic Fiction

Romance, Adventure, The Quest, and Accomplishment

Sports, Adventures, Mysteries, and the Supernatural

Historical Fiction
Science Fiction/Fantasy
Poetry
Short Story
(all T5, T6, T8, LR4, LR7)

B) Methodology

Minimal lecture, emphasis on student lead class discussion, written and other types of response to literature, sharing of response to literature, research and research-based writing, and sharing of research findings. (T1, T2, T5, T6, T8, LD1, LD2, LD5, LD8, LR2, LR4, LR7)

VII. Student Roles

Students will fulfill the following specific course requirements:

A. Poetry Selections. Students will study and select poetry appropriate for a chosen group of adolescents. Students will make copies of the poems for the class and explain in some detail why they selected these particular poems. The primary focus is mutual sharing; the long-term goal is to promote positive feelings for poetry as a genre. (T5, T6, T8, T9, LD1, LR7)

B. Responses to books read in common. Students will do a response or other assigned activity for each of the books read in common by the class. Responses are shared with the class. (LD2, LD5, LD8, LR2, LR4, LR7)

C. Activities for class discussion. Once during the semester, individual students, along with 2 -3 other class members, are in charge of leading the class discussion of a particular book (to be assigned) on the author, the text itself and then the issues the book raises for adolescents. They must be prepared with questions and/or other activities that will enable the class to respond to, discuss, analyze and evaluate the book. (T1, T2, T5, T9, LD1, LD2, LD5, LD8, LR4, LR7)

D. Individual Book Study. Students select a banned book for reading and study. Students read literature that explains the banned book status of the text, including critical reviews and articles. Students create an anthology of

notes about each read text and present information to the class via a presentation, including appropriate handouts. (T5, LD2, LD5, LD8, LR7)

E. Contemporary Issues Inquiry Project. Students select a topic related to adolescent literature that is of special interest to them and their field of study. After reading about the subject in professional sources, students compile a project that discusses their interest in this field of study, discusses scholarly research on the topic, includes individual research to add to the contemporary issue discussion and then creates a bibliography of adolescent texts appropriate to the conclusions of their research. Topics change from year to year. The following is a sample list of possible topics:

Literature Choice	Academics	Youth Violence
Death	Love/Dating	Sports
Religion	Sex	War
Suicide	Homosexuality	Vietnam
Drug Abuse	Incest	Survival
Alcoholism	Sexual Abuse	the Holocaust
Eating Disorders	AIDS	Heroes
the Supernatural	Gender issues	the Environment
Mental illness	Race relations	Disabilities
Family -	Ethnic groups -	Other cultures
parents	African-American	
step-parents	Native American	
siblings	Mexican-American	
grandparents	Asian	
blended families		

Students complete and present information to the class via a presentation, including appropriate handouts. . (T5, LD2, LD5, LD8, LR4, LR7)

F. Students write two rationales for two of the class texts that further explain why they might use the text in their own adolescent literature scenarios with critiques and conclusions.

VIII. Evaluation

Primary means of evaluation are student discussion, responses (written and other types of response), presentations, and papers. (see coding for specific means of evaluation described above)

IX. Bibliography

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Atwell, N. *In the Middle: New Understandings About Writing, Reading, and Learning*. Heinemann, Boynton/Cook, 1998.

Beers, Kylene and Robert Probst, ed. *Adolescent Literacy: Turning Promise into Practice*. Boynton/Cook, 2007.

Gallagher, Kelly. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Stenhouse, 2009.

Hayn, Judith and Jeffrey Kaplan. *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher*, Rowman & Littlefield, 2012.

Latrobe, Kathy and Judy Drury. *Critical Approaches to Young Adult Literature*. Neal-Schuman, 2009.

Wolf, Shelby, ed. *Handbook of Research on Children's and Young Adult Literature*. Routledge, 2010.

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