

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

EDU T&L 3356 - Literature for Adolescents is being proposed as a course that could count toward the GE literature requirement.

What is the rationale for the proposed change(s)?

Young adult literature is a legitimate field of study, and this body of literature makes a significant contribution within the realm of literary arts. Offering this course as an option for the GE requirement in literature would provide students with the opportunity to read, interpret, analyze, and critique this literature.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes would result from this requested change. The course is currently offered on a regular basis to, but is not restricted to, students in the College of Education and Human Ecology. If approved as a GE requirement, this course would not only be available to students across colleges but could more easily substitute for Children's Literature (an approved GE course) and be more appropriate for students majoring in Middle Childhood Education.

Is approval of the request contingent upon the approval of other course or curricular program request? No

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3356
Course Title	Literature for Adolescents
Transcript Abbreviation	Lit Adolescents
Course Description	Literature for individual, group, and whole-class reading in junior and senior high schools; interest factors and literary value as criteria for selection; bibliographic aids.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 656.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	32.0108
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior</i>

Quarters to Semesters

Quarters to Semesters Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course EduTL 656: Literature for Adolescents.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Literature

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Articulate a definition of young adult literature in relation to the total body of literature, identify the importance of this literature in relation to the developmental concerns of young adults, and develop and apply informed selection and evaluation
- Consider how young adult literature explores the human condition and helps students develop connections to their own lives as well as to the diverse and complex world in which they live.
- Engage in transactional experiences with young adult literature - enhanced through reading, viewing, listening, thinking, speaking, and writing - that serve as the foundation for appreciation, interpretation, and analysis.
- Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and exper

- Exhibit an understanding of how young adult literature compares to and complements canonical literature..
- Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts
- Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
- Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.
- Students learn to analyze, appreciate, and interpret significant literary works.
- Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

Previous Value

- *Articulate a definition of young adult literature in relation to the total body of literature.*
- *Describe the relationship between the developmental characteristics of young adults and the role of young adult literature.*
- *Consider how differing genres of young adult literature help students make connections to their own lives as well as to the diverse and complex world in which they live.*
- *Engage in creating understanding of texts through personal response and group discussions.*
- *Employ criteria for the interpretation, analysis, and evaluation of young adult literature.*
- *Exhibit an understanding of how young adult literature can be used in conjunction with canonical literature.*
- *Establish a rationale for teaching young adult literature.*

Content Topic List

- Characteristics of Young Adults and their Literature
- Genres of Young Adult Literature – biography, historical fiction, fantasy, science fiction, realistic fiction, poetry
- Formats of Young Adult Literature – graphic novels, illustrated books, radical change
- Contemporary Issues in Young Adult Books and Censorship (topics may include but would not be limited to body image, sexuality and sexual orientation, spirituality, drug and/or alcohol abuse, peer relationships, familial relationships)
- Young Adult Literature and the Classic Canon

COURSE CHANGE REQUEST
3356 - Status: PENDING

Last Updated: Zircher,Andrew Paul
03/13/2012

Attachments

- GE Rationale EDU T&L 3356.docx
(GEC Course Assessment Plan. Owner: Parsons,Linda T)
- Semester Syllabus EDU T&L 3356.docx
(Syllabus. Owner: Parsons,Linda T)

Comments

- The specified goal requested by the ASCC Arts and Humanities Panel has been added to the syllabus. *(by Parsons,Linda T on 03/13/2012 09:55 AM)*
- See 3-9-12 e-mail to A. Zircher. *(by Vankeerbergen,Bernadette Chantal on 03/09/2012 05:40 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Parsons,Linda T	01/04/2012 02:27 PM	Submitted for Approval
Revision Requested	Mercerhill,Jessica Leigh	01/18/2012 03:50 PM	Unit Approval
Submitted	Mercerhill,Jessica Leigh	01/18/2012 03:51 PM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	01/19/2012 04:45 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	02/16/2012 01:56 PM	College Approval
Submitted	Parsons,Linda T	02/27/2012 06:14 PM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	02/28/2012 08:31 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	02/28/2012 08:55 AM	College Approval
Submitted	Parsons,Linda T	02/28/2012 09:39 AM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	02/28/2012 09:56 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	02/28/2012 11:06 AM	College Approval
Submitted	Parsons,Linda T	02/28/2012 12:08 PM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	02/29/2012 10:01 AM	Unit Approval
Approved	Zircher,Andrew Paul	03/01/2012 07:46 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/09/2012 05:41 PM	ASCCAO Approval
Submitted	Parsons,Linda T	03/13/2012 09:55 AM	Submitted for Approval
Approved	Zircher,Andrew Paul	03/13/2012 10:07 AM	Unit Approval
Approved	Zircher,Andrew Paul	03/13/2012 10:07 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/13/2012 10:07 AM	ASCCAO Approval

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning

EDU T&L 3356 – Literature for Adolescents (3 cr. hrs.)

Semester Offered
Day/Time/Location of Course

Instructor:

Course Coordinator:

Email:

Office Location:

Office Hours:

Course Description:

This survey course provides an overview of contemporary young adult literature and focuses on aesthetic reading experiences framed by transactional and sociocultural theories of reading literature. Discussion topics focus on criteria for selection, evaluation, interpretation, and analysis of young adult literature experienced through individual, small-group, and whole-class reading.

This course fulfills the Arts and Humanities Literature requirement of the General Education Curriculum.

Course Objectives: As a result of course completion, students will/will be able to -

- Articulate a definition of young adult literature in relation to the total body of literature, identify the importance of this literature in relation to the developmental concerns of young adults, and develop and apply informed selection and evaluation criteria to young adult literature.
- Consider how young adult literature explores the human condition and helps students develop connections to their own lives as well as to the diverse and complex world in which they live.
- Engage in transactional experiences with young adult literature - enhanced through reading, viewing, listening, thinking, speaking, and writing - that serve as the foundation for appreciation, interpretation, and analysis.
- Exhibit an understanding of how young adult literature compares to and complements canonical literature.

Goals:

- Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Arts and Humanities Expected Learning Outcomes

- Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
- Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
- Students examine and interpret how the human condition and human values are explored

through works of art and humanistic writings.

General Education Literature Objectives:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

Through this course, students will understand the impact of young adult literature in the field of English literary arts. They will have the opportunity to understand and practice critical frameworks, including those related to excellence, specific genres and cultural diversity, and have opportunities to practice writing and skills of critical analysis.

Required Professional Readings: Current scholarly articles pertinent to the topics covered and the novels read in the course will be selected from peer-reviewed journals in the field of young adult literature including but not restricted to: *The ALAN Review*, *Bookbird*, *Children’s Literature Association Quarterly*, *Children’s Literature in Education*, *The Dragon Lode*, *Journal of Children’s Literature*, *Journal of Adolescent and Adult Literacy*, and *SIGNAL*.

Required Young Adult Literature:

Students will read a minimum of 12 young adult novels and/or works of nonfiction chosen from a pre-selected, regularly updated list comprised of young adult literature of recognized literary quality. Students will also read a canonical text commonly read in high school English classes.

Grading Scale:

	A	94-100%	A-	90-93%	
B+	88-89%	B	84-87%	B-	80-83%
C+	78-79%	C	74-77%	C-	70-73%
	D	60-69%	E	(below 60)	

It should be noted that grades of A and A- are only used where the work is of exceptional quality. The Ohio State University Bulletin states guidelines for grading that indicate that quality determinations are based on a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

Assignments:

Book Responses –325 pts (25 pts each, 13 total) - Due: Weekly

Complete a three-part, two-page response for each book you read. See the assignment sheet for more explicit guidelines and a grading rubric.

Found Poetry – 90 pts - Due:

Create a found poem gathered from one of the whole-class novels we read and write a reflection on the process. See the assignment sheet for more explicit guidelines and a grading rubric.

YA Literature and the Classic Canon – 80 pts - Due:

Work with a group of 4-5 of your peers to explore the common themes in the young adult titles we have read this quarter and a book that is part of the classic canon. You will present your

findings to the class during exam week. See the assignment sheet for more explicit guidelines and a grading rubric.

Class participation: 120 pts

- Writing and submitting a literacy autobiography will constitute 50 class participation points. Part 1 should be submitted on Carmen by the second class session, and Part 2 should be submitted on Carmen after the final class session. See the assignment sheet for more explicit guidelines.
- Attendance and class participation are critical because our knowledge will be socially constructed as we discuss the readings and issues related to those readings. In order to enhance everyone’s learning experience, you are expected to be prepared for class in order to ask authentic questions and engage in meaningful discussion. Participation points will be deducted for unexcused late arrivals, early exits, absences, lack of preparation and/or lack of participation during class discussions and activities.

Session Topics:

All readings should be completed prior to the class session for which they are listed.

<p>Session 1 - Course Overview Lecture about and consideration of young adults and their literature</p>
<p>Session 2 – Biography Read: A professional reading related to biography One biography for young adults from the suggested list In class: Brief lecture regarding characteristics, evaluation, and value of biography Facilitated small group and whole-class discussions of the text. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the text. Due: Response Literacy Autobiography, Part 1</p>
<p>Session 3 – Historical Fiction Read: A professional reading related to historical fiction One historical fiction novel for young adults from the suggested list In class: Brief lecture regarding characteristics, evaluation, and value of fantasy Facilitated small group and whole-class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel. Due: Response</p>
<p>Session 4 –Fantasy Read: A professional reading related to fantasy One fantasy novel for young adults from the suggested list In class: Brief lecture regarding characteristics, evaluation, and value of fantasy Facilitated small group and whole-class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel. Due: Response</p>
<p>Session 5 – Science Fiction Read: A professional reading related to science fiction One science fiction novel for young adults from the suggested list In class: Brief lecture regarding characteristics, evaluation, and value of science fiction Facilitated small group and whole class discussions of the novel.</p>

<p>Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 6 – Poetry/Novels in Verse</p> <p>Read: A professional reading related to poetry and/or novels in verse One collection of poetry or a novel in verse for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of poetry Facilitated small group and whole class discussions of the text. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the text.</p> <p>Due: Response</p>
<p>Session 7 – Radical Change Novels and/or Graphic Novels</p> <p>Read: A professional reading related to radical change novels and/or graphic novels One radical change and/or graphic novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of radical change and/or graphic novels Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response Found Poetry Assignment</p>
<p>Session 8 – Multicultural Literature (1)</p> <p>Read: A professional reading related to multicultural literature One multicultural novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of multicultural literature Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 9 – Multicultural Literature (2)</p> <p>Read: A professional reading related to multicultural literature One multicultural novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of multicultural literature Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 10 – International/Global Literature</p> <p>Read: A professional reading related to international/global literature One international novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of international/global literature Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>

<p>Session 11 – Contemporary Issues in YA literature* (1)</p> <p>Read: A professional reading related to the selected contemporary issue and/or censorship One thematically related novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of contemporary realistic fiction Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 12 – Contemporary Issues in YA Literature* (2)</p> <p>Read: A professional reading related to the selected contemporary issue and/or censorship One thematically related novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of contemporary realistic fiction Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 13 – Contemporary Issues in YA Literature* (3)</p> <p>Read: A professional reading related to the selected contemporary issue and/or censorship One thematically related novel for young adults from the suggested list</p> <p>In class: Brief lecture regarding characteristics, evaluation, and value of contemporary realistic fiction Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Session 14 – YA Literature and the Classic Canon</p> <p>Read: A professional reading related to the relationship between young adult literature and the classic canon A small group selected novel from the classic canon typically taught in high school English classes</p> <p>In class: Brief lecture regarding the complementary nature of young adult literature and classic adult literary works Facilitated small group and whole class discussions of the novel. Facilitated small group and whole-class activity to enhance transaction with and interpretation and analysis of the novel.</p> <p>Due: Response</p>
<p>Final Exam –</p> <p>Due: Presentation of Group Projects Literacy Autobiography, Part 2</p>

* Contemporary Issues in Young Adult Books and Issues of Censorship (topics may include but would not be limited to body image, sexuality and sexual orientation, spirituality, drug and/or alcohol abuse, peer relationships, familial relationships).

General Policies of The Ohio State University

Academic Misconduct – “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

ODS Statement – “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with a class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, speak with the OSU Marion ombudsperson or associate dean. Specific procedures are outlined in Faculty Rule 3335-7-23.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

EDU T&L 3356 – Literature for Adolescents
Literacy Autobiography

Each person's relationship with reading is unique. Perhaps you absolutely hate to read. Perhaps you are a voracious reader. Your experiences, attitudes, feelings and thoughts are all welcome and valid. I hope the process of recalling and recording your experiences and feelings will give you insight into your life as a reader.

Part 1 (Beginning of the course)

This is an invitation to recall and record the experiences that have shaped your relationship with, attitudes toward, and feelings about reading. This is also an opportunity to share any information about yourself as a reader that would help me support you in this class. Please answer the following questions in narrative format.

Literacy History

1. What are your memorable (positive/negative) school experiences with reading?
2. What are your memorable (positive/negative) home experiences with reading?

Current Literacy Attitudes and Interests

3. How do you currently feel about reading?
4. What part does reading play in your life today? Do you read for pleasure? For information? If so, what are your favorite genres to read and/or topics to read about? Who are your favorite authors?
6. In your opinion, why do we read and/or study literature? What can literature do for us?

Future Literacy Goals

7. What are your personal reading goals, hopes or dreams for yourself, both personally and professionally?

Part 2 (End of the course)

I am interested in the development of your relationship with reading during your time in this class. Please answer the following questions in narrative format.

1. What was (were) your favorite book(s) that you read this quarter? Why were you drawn to this (these) particular book(s)?
2. What was (were) your least favorite book(s) that you read this quarter? Why were you unable to connect to this (these) particular book(s)?
3. Did your personal relationship with reading grow or change during this course? Did your understanding of yourself as a reader grow or change during this course? If so, how? What classroom practices do you think contributed to or inhibited your development?
4. Did your view about why we read literature and/or the role of literature in our lives remain the same or change? Explain your current view.

Response Guidelines
EDU T&L 3356
Literature for Adolescents

Your response should be in three sections. The points under each section are meant to guide rather than dictate your response. Please incorporate specific support/evidence (i.e., direct quotes) from the book to substantiate your observations. Use headings to divide your response into the three sections. Do not use a cover sheet for your responses.

Section One: *What happened within you as you read the story?*

How did you feel as you were reading this book?

What struck you forcibly? What did you find especially interesting, annoying, puzzling, frightening, familiar, unfamiliar? What in the book and in you caused this response?

Section Two: *What is the relationship between your engagement and the larger world?*

A different prompt is suggested for each novel. However, if you feel another prompt is more appropriate in light of your personal engagement with the text, feel free to choose a different prompt. Please clearly identify which prompt you address if you choose not to use the suggested one. Admittedly, these prompts grew from my personal engagement with each text and related reading. If you want to create your own prompt, please do so and have me approve it before writing your response.

(These example prompts are taken from WI, 2011 quarter offering of EDU T&L 656. Prompts developed for EDU T&L 3356 would be similar but dependent upon the books selected.)

Copper Sun: There are many different forms and sources of privilege and power in this novel. What did you notice about how gender, race, and/or social standing positioned characters as powerful and/or powerless? How did those who are “powerless” claim power and agency? How might awareness of these inequalities inform your life today?

Looking for Alaska: Young adults want stories that force them to consider their own beliefs, identify their own meanings, and develop personal understandings. Thus, good contemporary realistic fiction raises more questions than it answers. What themes does this novel explore? What questions does it raise about life? Which of your current beliefs/understandings were challenged, supported, or changed through your engagement with this story?

Absolutely True Diary of a Part-time Indian: Alexie has said that “we are all members of many tribes” (Blasingame, 2008, p. 73), and Junior uses humor and art to negotiate his cultural/tribal identity. What impact, if any, did Junior’s art and humor have on your engagement with this text and your ability to relate to someone of a culture/tribe different from or similar to your own? How can an awareness of your own cultural background and various tribal memberships enhance or limit your engagement with this text?

Hunger Games: Miller (2010) suggests that dystopian fiction is “not about persuading the reader to stop something terrible from happening – it’s about what’s happening, right this minute” (np.) and that “these books are all believable metaphors that arise from the social milieu or situation of the time.” (Godwin in Springin, 2010, p. 22). What elements of *Hunger Games*

seem to reflect things that are happening today or that happened in the past? What are your thoughts about these situations as reflected in the text? Might/how might reading dystopian fiction shape our current and future actions/decisions?

iDrakula/An order of Amelie: These novels are written as multimodal texts that imitate and integrate today's communicative technologies. Reflect on and compare your experience reading this novel with your experience novels written in traditional prose. What were the unique challenges you faced reading this novel? What were the unique demands this novel required of you as a reader?

Sold/ Boys without Names: Wolk (2009) has proposed that authors "write books because they want the reader to enjoy a good story and ... they have some important ideas they want readers to think about" (p. 664). Muldoon conceptualizes literature "as a series of encounters with meaningful problems for which there are multiple solutions" (p. 665). What are the important ideas/meaningful problems you thought about while reading this novel? Might/how might literature help you gain perspective on these ideas/problems in order to explore multiple solutions?

Thirteen Reasons Why/Please Ignore Vera Deitz: A. S. King has said that adults are often uncomfortable discussing adolescents' important questions. Boyd & Bailey (2009) contend that "hiding the unpleasant or unjust beneath a veneer of denial or distortion of facts does not protect young people, but merely makes them unprepared for what life will present in the future" (p. 657). What questions/ideas seem to be important to the protagonist in the novel you read? Were there scenes in/aspects of the novel that made you uncomfortable? Why? What might you learn about yourself and about life by grappling with your discomfort?

Mockingbirds/Inexcusable: Young adult literature has been criticized for being heavy and dark. Kauer (2008) makes the argument that "the dark side of humanity is real and ought to be explored, ... [and that] one ought to know the world in order to navigate it successfully" (p. 57). Using your personal experience and examples from the novel you read, support or challenge her argument.

Almost Perfect: Crisp (2009) contends that "authors are the creators of worlds they ask their readers to accept and trust: every 'reality' constructed in young adult literature relies upon ideological assumptions about how the world looks and operates" (p. 339). What version of reality does the author construct? Do aspects of this construction of reality support or contradict your personal reality? Which parts of the story seem absolutely "obvious" or "natural" to you? Are there aspects of the text you feel compelled to resist?

Optional Prompt: Boyd & Bailey (2009) stated that young adult literature allows adolescents to "question their own assumptions, to hear perspectives with which they are unfamiliar, to confront stereotypes, and to have secure (vicarious) experiences through which they can connect with the wider world" (p. 659). Reflect on how your engagement with this novel exemplified any or all of these aspects of engagement.

Section Three: *What effect did discussing the book with others have on your personal understanding?* This handwritten section will be completed at the conclusion of class.

- What meanings did others see in the book that you overlooked or interpreted differently? What can you learn about yourself as a reader by becoming aware of your “blind spots?”
- What ideas were discussed that you found compelling? Explain.
- What ideas/questions do you wish had been raised? Explain.

Grading Rubric for responses:

exemplary (25-23)	acceptable (22-18)	unacceptable (17 and below)
*The response is clearly, thoroughly, and accurately articulated. *There is evidence of significant thought and/or reflection. *Significant support/evidence from the book (and from other required readings) is provided to substantiate the response	*The response is accurate and acceptably thorough. *There is evidence of thought and/or reflection. *Support/evidence from the book (and from other required readings) is provided to substantiate the response.	*The response is not adequately articulated, is incomplete, or is inaccurate. *There is little or no evidence of thought and/or reflection. *Little or no support/evidence from the book (or from other required readings) is provided to support the response.

EDU T&L 3356 – Literature for Adolescents Found Poetry and Reflection

Found poetry is a type of poetry created by choosing words and phrases from a text and reframing them to create an original poem. Writing found poetry provides you with a non-threatening poetry activity wherein you don't have to come up with any of your own words, and it also provides you with an opportunity to revisit a text and reflect on your unique reading experience. We will practice writing found poetry together in class before you are expected to write your own.

Here are the steps for creating a found poem:

- Choose a novel (one we have read to date) that you would like to revisit.
- Think about your favorite parts of the story or parts that really had an impact on you and that stayed with you after you finished reading. What did you notice? What moved you? Where did you experience a strong connection or strong emotion? Where were you most engaged in the reading experience, the most drawn into the story world?
- Decide what the focus of your poem will be. Perhaps a certain theme resonated with you or you really connected to a specific character. Perhaps you were touched by the author's use of poetic language or you enjoyed a particular plot line.
- Gather words and phrases from the book that illustrate the topic of your poem.
- Take the words and phrases and move and rearrange them to create your found poem. It need not rhyme but consider elements such as repetition and rhythm.
- You may add words (minimally), delete words, and change tenses.
- Read the poem out loud and add line breaks and white space where you want to emphasize a word or stress rhythm.
- Finally, type out your poem.

Reflection:

Write a (1 page) reflection about the process of creating the found poem and how it affected or extended your reading experience. You might consider questions such as the following, but they are merely guidelines (not requirements) and there may be other considerations you would like to reflect upon: What did writing the found poem do for you as a reader? How did it influence your engagement/reaction/interpretation of the book? What did writing the found poem do for you as a writer?

Please attach the grading rubric to your found poem and reflection.

EDU T&L 3356
Grading Rubric for Found Poem

Name: _____

Novel Selected: _____

Focus of poem: _____

Grading Rubric:

Exemplary (90-81) A	Satisfactory (80-53) B-C	Unsatisfactory (52-0) D-F
The poem clearly focuses on a theme, character, or literary aspect of the novel.	The poem focuses on a theme, character, or literary aspect of the novel.	The poem does not seem to focus on a theme, character, or literary aspect of the novel.
The poem is gathered from the authors' words.	The poem is gathered from the author's words.	The poem does not seem to be gathered from the author's words.
The poem exhibits exemplary use of line breaks, white space, rhythm, and/or repetition.	The poem exhibits use of line breaks, white space, rhythm, and/or repetition.	The poem does not exhibit use of line breaks, white space, rhythm, and/or repetition.
Clear and thoughtful reflection regarding the process and impact of creating a found poem is evident.	Reflection regarding the process and impact of creating a found poem is evident.	Reflection regarding the process and impact of creating a found poem is not evident.

*Please attach this grading rubric to your found poem and reflection.

YA Literature and the Classic Canon
Group Project and Presentation
EDU T&L 3356

“If the images and the ideas presented by the work have no apparent relevance to past experiences or present emotional needs of the reader, to the questions that face him concerning himself as a personality, or his relations to others in the society of his own time, his response to the book will be only feeble, inadequate, or negative” (Rosenblatt, 2005 p. 110).

Your group will select a classic, canonical text that is often taught in high school and compare its themes to those in the young adult novels we have read. All group members should read the classic text and then collaborate to design a presentation for the class. The goal of the presentation is to articulate how classic and young adult literature might complement each other in the classroom.

The Classic Canon:

Jane Eyre (Bronte)

Wuthering Heights (Bronte)

Heart of Darkness (Conrad)

Great Expectations (Dickens)

Crime and Punishment (Dostoyevsky)

The Great Gatsby (Fitzgerald)

Lord of the Flies (Golding)

A Raisin in the Sun (Hansberry)

The Scarlet Letter (Hawthorne)

Their Eyes Were Watching God (Hurston)

Brave New World (Huxley)

To Kill a Mockingbird (Lee)

The Bluest Eye (Morrison)

1984 (Orwell)

Grapes of Wrath (Steinbeck)

Of Mice and Men (Steinbeck)

Walden (Thoreau)

The Adventures of Huckleberry Finn
(Twain)

In your presentation you should do the following:

- Summarize and analyze the literary merit of the classic novel. Include information on the historical significance of the classic novel and describe why it is regarded as a worthwhile book to teach in high school. For the YA novels, describe each book’s significance (awards each book received, reviewers’ comments, etc). You may want to consult reviews of both books to understand how they are regarded by teachers, scholars, and critics (I recommend the *Children’s Literature Comprehensive database accessible through the OSU Libraries Homepage*).
- Explore how these books might be complementary in the curriculum. What are the common themes? How are the themes presented as meaningful in our present lives? How are the dilemmas we face illuminated through their treatment in each book? What could students gain from reading them together? Consider that some teachers are strong

advocates of YA literature while others are strong advocates of the classics. Think of your work with these books as a way to help bridge this divide.

- Consider the best way to present this information to us so that we will be interested and informed. I encourage your use of technology in your presentation. Additionally, some portion of your presentation should involve and engage members of the class. Each group will be allotted 20 minutes.

Young Adult Literature and the Canon
Group Project and Presentation
Ed. T&L 656

Group Members: _____

Books: _____

	Exemplary	Acceptable	Unacceptable
Group and Individual Effort (Although this is intended as a group evaluation, if individual members do not participate fully, they will receive an individual grade.)	<ul style="list-style-type: none"> *Worked well as a team to develop and deliver presentation *All members participated actively and the division of labor was equitable <p style="text-align: center;">10 - 9</p>	<ul style="list-style-type: none"> *Worked as a team to develop and deliver presentation *Members participated and division of labor was fair <p style="text-align: center;">8 - 7</p>	<ul style="list-style-type: none"> *Members had difficulty working as a team to develop and deliver presentation *Not all members participated, and some members carried the burden of labor <p style="text-align: center;">6- 5</p>
Presentation	<ul style="list-style-type: none"> *Presentation was obviously prepared/rehearsed *Technology was integrated in meaningful ways to enhance presentation of information *Members were enthusiastic/passionate about the topic *Engaged class/invited participation *20 minute time limit was observed <p style="text-align: center;">30 - 29 - 28</p>	<ul style="list-style-type: none"> *Presentation was prepared/rehearsed *Technology was integrated to present information *Members were generally enthusiastic/passionate about the topic *Class was somewhat engaged and invited to participate *20 minute time limit was observed <p style="text-align: center;">27 - 26 - 25 - 24 - 23 - 22</p>	<ul style="list-style-type: none"> *Presentation was not prepared/rehearsed *Technology was not integrated *Members lacked enthusiasm/passion about the topic *Class was not engaged nor invited to participate *20 minute time limit was not observed <p style="text-align: center;">21 - 20 - 19 - 18</p>
Book Analysis	<ul style="list-style-type: none"> *Exceptional understanding of the novels and their significance was evident * Ways in which the books' themes complement each other were clearly articulated and cogent * Ways in which the books illuminate the dilemmas we face today were clearly articulated and cogent <p style="text-align: center;">40 - 39 - 38 - 37 - 36</p>	<ul style="list-style-type: none"> *Understanding of the novels and their significance was evident * Ways in which the books' themes complement each other were articulated and valid * Ways in which the books illuminate the dilemmas we face today were articulated and valid <p style="text-align: center;">35 - 34 - 33 - 32 - 31 - 30 - 29 - 28</p>	<ul style="list-style-type: none"> *Understanding of the novels and their significance was lacking * Ways in which the books' themes complement each other were not articulated and/or were not valid *Ways in which the books illuminate the dilemmas we face today were not articulated and/or were not valid <p style="text-align: center;">27 - 26 - 25 - 24</p>

EDU T&L 3356
GE Rationale and Assessment Plan

GE Rationale

EDU T&L 3356 course objectives:

As a result of course completion, students will/will be able to -

- Articulate a definition of young adult literature in relation to the total body of literature, identify the importance of this literature in relation to the developmental concerns of young adults, and develop and apply informed selection and evaluation criteria to young adult literature.
- Consider how young adult literature explores the human condition and helps students develop connections to their own lives as well as to the diverse and complex world in which they live.
- Engage in transactional experiences with young adult literature - enhanced through reading, viewing, listening, thinking, speaking, and writing - that serve as the foundation for appreciation, interpretation, and analysis.
- Exhibit an understanding of how young adult literature compares to and complements canonical literature.

Arts and Humanities Expected Learning Outcomes:

- Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
- Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
- Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

General Education Literature Objectives:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

- (a) How do the course objectives address the GE category expected learning outcomes?
Students will become informed readers of young adult literature and active participants in evaluating, interpreting, and analyzing this literary art form. Students' experiences with this literature will lead to an understanding of the impact of young adult literature in the field of English literary arts. Through writing, listening, and speaking, they will engage in critical reflection and analysis of their personal and evaluative responses to the texts. Multicultural, international, and global literature as well as the contemporary issues addressed in young adult literature will challenge and broaden students' understanding and perception of alternative world views, increase their understanding of the foundations of human beliefs, the nature of reality, and human behavior. Good young adult literature explores the human condition and human values and encourages the reader to question and/or define his/her own values.

- (b) How do the readings assigned address the GE category expected learning outcomes? The selected professional readings from peer-reviewed journals anchor the course, providing background context for analyzing, appreciating, and interpreting young adult literature. All projects require active reading, writing, discussion, and analysis of the literature and the students' personal responses to that literature. As stated in (a), multicultural, international, and global literature as well as the contemporary issues addressed in young adult literature will challenge and broaden students' understanding and perception of alternative world views, increase their understanding of the foundations of human beliefs, the nature of reality, and human behavior. Good young adult literature explores the human condition and human values and encourages the reader to question and/or define his/her own values.
- (c) How do the topics address the GE category expected learning outcomes? Genres, multicultural, international, and global literature, contemporary issues, and censorship of young adult literature are addressed in depth across the quarter and require analysis, appreciation, and interpretation of the texts read and consideration of the sociocultural milieu in which they are written, published and read. Students will also learn about and participate in literacy practices grounded in sociocultural and transactional theories of reading.
- (d) How do the written assignments address the GE category expected learning outcomes? All assignments – response journals, literacy autobiographies, found poetry, and the thematic links between young adult literature and the classic canon – require reading, writing, discussion, and critical analysis of literature. Furthermore, assignments require that students analyze their personal connections to reading and its social value as they consider the roles literature might play in our lives and the impact literature might have on the individual. Assignments also require students to reflect on conditions, values, and actions that may or may not reflect their own reality.
- (e) How does the course aim to sharpen students' response, judgment, and evaluation skills? Students will develop an understand of and apply key criteria in selecting and evaluating literature for young adults. In weekly responses, students explore their initial aesthetic response and then interpret and analyze the validity of that response in relation to the text. Students also develop collaborative and communicative skills through class discussions and group projects. The professor's feedback on each paper will foster students' abilities to make a well-documented, persuasive, and compelling argument about quality young adult literature across genres. Timely, critical feedback provided by the instructor(s) on formal papers and by classmates during discussion, class activities, and group projects will support all students' growth.

Assessment of Course:

EDU T&L 3356 will be critically assessed in order to determine how well it meets the general principles and specific Arts and Humanities Expected Learning Outcomes and the Literature Expected Learning Outcomes, specifically:

Arts and Humanities Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Literature Expected Learning Outcomes:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

EDU T&L 3356 will be assessed by the course coordinator. The following procedures and indicators will be used in assessing the course:

1. As part of instructors' ongoing reflective practice, narrative course evaluations and Part 2 of the Literacy Autobiographies will be reviewed on a quarter-to-quarter basis to determine how course objectives are being met and to look for patterns of performance over time.
2. Syllabi will be reviewed annually to make sure the course content reflects the most recent scholarly research in the field and the highest quality, newly published young adult literature to ensure the course is up-to-date and timely.
3. Course instructors will meet twice annually (at the beginning and at the end of the academic year) with the course coordinator to share course assessment results so the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.