## Term Information

| | |
|---|---|
| **Effective Term** | Spring 2016 |
| *Previous Value* | *Summer 2012* |

## Course Change Information

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

Adding online option

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

This course serves many populations. Offering it online provides greatly needed flexibility for our students.

**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)?**

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

**Is this a request to withdraw the course?** 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?** | Yes |
| **Is any section of the course offered** | 100% at a distance |
| *Previous Value* | *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**                             13.1205
**Subsidy Level**                                General Studies Course
**Intended Rank**                                Sophomore, Junior, Senior

## 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

## 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 evalua |
| | • 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:<br><br>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. |
| **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 |

## Attachments

• 3356.online.course.syllabus.docx

  *(Syllabus. Owner: Mercerhill,Jessica Leigh)*

• EDUTL 3356 2015 X QM-11.pdf: Quality Matters Eval

  *(Other Supporting Documentation. Owner: Mercerhill,Jessica Leigh)*

## Comments

• approved by EHE Curriculum Committee *(by Odum,Sarah A. on 05/19/2015 09:11 AM)*

• Approved by UGSC. *(by Mercerhill,Jessica Leigh on 04/17/2015 11:42 AM)*

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Mercerhill,Jessica Leigh | 04/17/2015 11:42 AM | Submitted for Approval |
| Approved | Mercerhill,Jessica Leigh | 04/17/2015 11:42 AM | Unit Approval |
| Approved | Odum,Sarah A. | 05/19/2015 09:11 AM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 05/19/2015 09:12 AM | ASCCAO Approval |

## EDUTL 3356
## Literature for Adolescents
## Autumn 2015

**Instructor:**                                      **Email:**
**Office:**                                          **Office Hours:**
**Meeting Times & Location:**

**Quick Links:**

Course Guidelines and Expectations          Assignment Summary & Due Dates
Attendance Policy                            Grading Scale
Required Texts                               Course Schedule
Getting Started                              Rubrics
Assignments

**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:**

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.

As a result of course completion, students will be able to:
1. 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.

2. 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.
3. 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.
4. Exhibit an understanding of how young adult literature compares to and complements canonical literature.
5. 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.

**General Education Literature Goal and 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 children's 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.

**Special Needs:**

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/.

**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.

**Plagiarism:**

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- 487). The university's Code of Student Conduct defines plagiarism as, "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its source" (http://cstw.osu.edu/handbook/plagiarism/defining).

Familiarize yourself with the Code of Student Conduct http://studentaffairs.osu.edu/csc/, you are responsible for this information. In Carmen, the Turnitin Suite will be utilized to check for plagiarism on written assignments for this course.

**Course Guidelines and Expectations:**

This course will be structured for assignments to be due weekly.  You may work at this pace or if you choose to work ahead, you may do so as long as the postings are clear. However, working behind is NOT permitted.  Please turn in assignments when they are due. You must also make sure that you are keeping up with the discussion board and not forgetting to post.

- As a course that is completely online, you have a heavy responsibility on your part to keep up with assignments and ask questions when you are not clear. There is a discussion board ("Tips, Tricks and Questions") for people to post course-related questions; please "subscribe" to it so that we all know when people have questions and we can help each other out.  An "Announcements" board where messages will be posted has also been created, please subscribe to this as well.
- A week defined in this course runs from Sunday-Saturday.
- Assignments will be typically due Tuesdays and Fridays.
- You should plan to log on to Carmen every day or every other day to check for posted announcements, feedback, videos, and answered questions.
- Even though we are not face to face we will be constructing knowledge together. This course will require you to interact with each other. Processing literature through conversation is a great way to construct meaning. This course does not, however, require you to be online at a certain time or at the same time as any classmate unless otherwise noted at a later date.

Expect the Instructor to:
- provide timely feedback via discussion boards, email, and grading rubrics.
- keep the links active and the course content current and working at all times.
- share knowledge and enthusiasm for children's literature.
- be professional in all communications.

Students are expected to:
- invest approximately 6 hours a week to the course.
- check OSU email and the Carmen site several times a week.

- be positive and active in your participation in the discussions.
- share knowledge and enthusiasm for children's literature.
- be professional in all communications (see Netiquette Norms on the next page).

**Technology:**

Students will complete course activities online. Recommended technology skills include the following Internet and computer competence:

- Some familiarity with Carmen
- Ability to view, record, and upload videos
- Ability to download and view files in Adobe PDF format
- Regularly checking e-mail along with protecting against viruses
- Competence with Microsoft Word
- This course runs on Ohio State's Carmen platform. If you need assistance with using Carmen, please refer to the "Carmen Help" link in the Introductory Carmen content (http://resourcecenter.odee.osu.edu/carmen). You will need to be able to open PDFs. You can download Adobe Reader for free if you need it (http://get.adobe.com/reader/).

**Netiquette Norms:**

This course is conducted entirely online and we will communicate and learn as a community, therefore it is important to remain courteous and respectful in this online environment. This may require more thoughtfulness than when you are in a face-to-face course, therefore we will use the following norms this semester:

- **Participate fully.** In an online course, you not "showing up" means the class loses your voice, opinion and presence. This participation will take the form of online comments and discussion board participation, and will also allow you to participate in shared learning and feel like you are a part of the learning community.
- **Be persistent and timely.** If questions or problems come up, do not hesitate to post this in the "Tips, Tricks and Questions" discussion board area and/or email these concerns to the instructor in a timely manner, rather than waiting.
- **Share tips and questions.** Chances are, if you have a question, so does someone else, please post any course related questions in the "Tips, Tricks and Questions" discussion board. Either the instructor or one of your classmates will help you would with an answer. If you are a veteran of online learning, please share your tips for success, and answer any questions you can help with in the "Tips, Tricks and Questions" discussion board.
- **Pause and think before hitting "send".** Remember that online posts and emails may not always come across as we intend. Take a moment to reread what you are going to send or post and be sure that you are saying what you mean and think about how others will interpret what you are saying.

- **Clarity is key.** Without seeing one another face to face, we are missing this aspect of interpersonal communication. In an online course, it is important to fully and clearly explain your ideas and thoughts.
- **Be positive and appropriate with your communications.** It is not acceptable to rant or fly off the handle at someone else; this is like throwing a tantrum – which is not something most people would do in a face-to-face classroom setting. It is unacceptable to make any derogatory comments regarding race, gender, age, religion or sexual orientation. If you have concerns about what someone else in the class has said, please contact the instructor immediately.

**Attendance Policy:**

As this course is entirely online physical attendance is not required but it is mandatory to participate in course activities and discussions.

Excused Absences: Even though we meet online, it is possible that you may need to "miss class" for a variety of reasons. Excused absences require official documentation and include situations like verifiable confining illness, a documented family death, subpoenas, jury duty, military service, and participation in a scheduled activity of an official University organization. Excused absences will not affect your grade provided that sufficient documentation is submitted for an acceptable event and that you complete the work within a week following your "absence." If you are ill, a doctor's note denoting the ENTIRE period of your illness is needed; not just for a single day. (e.g. if you have the flu and are ill for a week, a note that specifies that, not just for the date of a single appointment is needed.)

**Academic Support:**
For help with the writing of your assignments, the Center for the Study and Teaching of Writing (http://cstw.osu.edu/front) is available to students, both with in-person appointments, and online "visits". Additional support services, such as libraries and the Younkin Success Center, can be found here: https://ceg.osu.edu/student-resources.

**Required Texts:**

Textbook
Bucher, K.T. & Hinton, K.M.., (2013). *Young adult literature: Exploration, evaluation and appreciation.* (3rd Ed.). New York, NY: Pearson.

Articles & Chapters (posted on Carmen)
Alexie, S. (2011, June 9). Why the best kids books are written in blood. *The Wall Street Journal.* Retrieved from http://blogs.wsj.com/speakeasy/2011/06/09/why-the-best-kids-books-are-written-in-blood/.


Blackburn, M. V., & Buckley, J. F. (2005). Teaching queer-inclusive English language arts. *Journal of Adolescent & Adult Literacy*, *49*(3), 202-212.

Cai, M. (2003). Multiple definitions of multicultural literature: Is the debate really just "Ivory Tower" bickering?. In D.L. Fox & K.G. Short (Eds.), *Stories matter: The complexity of cultural authenticity in children's literature* (pp. 269-283). Urbana, IL: National Council of Teachers of English.

Crowe, C. (2001). Young Adult Literature: AP and YA?. *English Journal*, 123-128.

Derman-Sparks, L. (2013, January 10). *An updated guide for selecting anti-bias children's books*. Retrieved from http://www.tfcbooks.org/2013-guide-anti-bias-childrens-books.

Dong, Y. R. (2005, December). Bridging the cultural gap by teaching multicultural literature. In *The Educational Forum* (Vol. 69, No. 4, pp. 367-382). Taylor & Francis Group.

Gurdon, M.C. (2011, June 4). Darkness too visible: Contemporary fiction for teens is rife with explicit abuse, violence and depravity. Why is this considered a good idea?. *The Wall Street Journal.* Retrieved from http://www.wsj.com/articles/SB10001424052702303657404576357622592697038.

Lo, M. (2013, October 28). LGBT young adult books 2003-2013: A decade of slow but steady change [Web log comment]. Retrieved from http://www.malindalo.com/2013/10/lgbt-young-adult-books-2003-13-a-decade-of-slow-but-steady-change/

Mackey, M. (2010). Media adaptations. In D. Rudd (Ed.), *The Routledge companion to children's literature* (pp. 112-124). New York, NY: Routledge.

Stallworth, B. J. (2006). The Relevance of Young Adult Literature. *Educational Leadership*, *63*(7), 59-63.

Sullivan, E. (2001). Some teens prefer the real thing: The case for young adult nonfiction. *English Journal*, 43-47.

Young Adult Literature
Bausum, A. (2009). *Denied, detained, deported: stories from the dark side of American immigration*. Washington, D.C.: National Geographic.

Giles, G. (2006). *What happened to Cass McBride?*. New York, NY: Little, Brown and Company.

Guadalupe, G.M. (2011). *Under the mesquite.* New York, NY: Lee & Low Books.

Hoose, P. (2009). *Claudette Colvin: Twice toward justice*. New York, NY: Melanie

Kroupa Books/Farrar Straus Giroux.

Johnson, A. (2003). *The first part last*. New York, NY: Simon & Schuster Books for Young Readers.

Lu, M. (2011). *Legend.* New York, NY: G.P. Putnam's Sons.

Saenz, B.A. (2012). Dante and Aristotle discover the secrets of the universe. New York, NY: Simon & Schuster.

Quick, M. (2013). *Forgive me, Leonard Peacock*. New York, NY: Little, Brown and Company.

Sepetys, R. (2011). *Between shades of gray*. New York, NY: Philomel Books.

Yang, G.L. (2013). *Boxers & saints*. New York, NY: First Second.

Books can be borrowed from the Columbus Metropolitan Library (http://www.columbuslibray.org). The Northside branch is at 1423 N High St. or Thompson Library has a small collection and it is possibile to request that specific books sent there for pick up. You can also purchase books from Cover to Cover (3560 N High Street), or online at sites such as www.amazon.com.

**Getting Started:**

In an online learning environment, knowing where to begin can be overwhelming, this information will help you get started with the course.

- Read the course introduction on Carmen – this includes an introduction to the instructor and emphasizes important information for the course (such as due dates and course organization).
- Read the course syllabus very closely. If you have questions about the course, post them on the "Tips, Tricks and Questions" discussion board.
- The course site in Carmen has been organized by week. Within the module for each week you will find the necessary discussion boards, dropboxes, website links, videos and scholarly articles. Explore the weekly modules to see how the course is set up, if you are unsure about where to find something, be sure to ask.
- A "Tips, Tricks and Questions" discussion board is available. This is a place where you can ask questions, answer questions and offer suggestions, such as how to stay organized for an online course, to your classmates.
- Emails sent to the instructor will be answered within 48 hours, similarly, questions posted on the discussion board will be answered within 48 hours by the instructor (if a classmate does not answer earlier).

**Carmen Organization**

- As stated above, you should take some time to explore the Carmen site for the course.
- There are tabs at the top to help you navigate the course site:
    - Content – This is where course materials can be located.
    - Activities – Discussion boards and Dropboxes are located here.
    - People – This link will give you access to a class list, attendance and email.
    - Grades – Here you can see your grades for the course.
    - Library – A link to the University library is found here.
    - Help – This is where you will find the supported browsers and Carmen help.

**Assignments:**
*NOTE: All assignments are due by 11:59 p.m. on the date given in the syllabus, unless stated otherwise.*

You are expected to have all work prepared to turn in by the date and time the assignment is due. <u>All assignments should be typed, double-spaced, and in 12 pt. font with 1 inch margins.</u>  Be sure to proofread and edit all papers. Late assignments will be penalized 2 points per day, rounded up to a maximum of deducting half the points possible. This penalty will be subtracted after grading normally.

***Novel Responses*** **16%**
*Course Objectives 1, 2, 3, 4, 5*
*General Education Literature Objectives 1, 2*
See rubric on page 19.

Select 4 of the novels throughout the semester and for each of those 4, write a 3 page paper that addresses the following:

- From your point of view, what is this story about?
- At what point in the text were you questioning or unsure about what was going on?
- Describe a point in the text where things became clear for you.
- What is the author asking you to believe in the text? How does the author help engage and believe?
- What connections did you see between the academic reading(s) and the novel?
- How did the online discussion expand your understanding of the novel?

***Discussion Leader*** **4%**
*Course Objective 2, 3, 5*
*General Education Literature Objective 2*
See rubric on page 20.

You will be assigned a small group for book discussions, these assignments will begin starting Week 4, which will give you models from the prior weeks that are instructor led. Twice during the semester, you will be assigned the role of discussion leader – once for a novel and once for the scholarly reading. As the discussion leader, you are responsible for:

### *Scholarly Readings*
- Pull out 3 quotes from the scholarly reading that you feel represent some of the key ideas, but could also be provocative.
- Keep the conversation going by asking additional questions, making comments, citing additional parts of the readings, etc.
- End the discussion by asking what new insights the members of the group have gained through the online discussion.

### *Novels*
- Write three questions to pose to the group, one about each of the following:
    - How the story works (characters, setting, chronology, etc.).
    - Ask your group members to step into the story world and take a viewpoint – what can you understand from that viewpoint? Focus the discussion on ONE event, episodes, changing relationships, barriers, etc.
    - How the novel connects to the contemporary world and the lives of young readers.
- End the discussion by asking what new insights the members of the group have gained through the online discussion.

**Discussion Participation *(Course Objective 2)***                 **20%**
*Course Objective 2, 3, 5*
*General Education Literature Objective 2*
See rubric on page 21.

### *Week 1 Response – Introductions*
Your first discussion post for the course will be a personal introduction of yourself (name and major) and also your experiences with children's literature. This post has several components, take your time and be thorough – choose at least 4 of the questions below to answer:
- What memories do you have of your early reading experiences?
- Are there any children's books that are more memorable to you?
- What was your favorite genre when you were a child?
- Did your parent(s) read aloud to you? Do you recall anything specific they read to you?
- Do you remember any teachers or librarians reading to you?
- Do you recall any experience at school that was significant (positive or negative) to your own progress as a reader?
- Did you own books as a child? What were some of your favorites? Were there

some you did not like?

- What types of books do you enjoy reading now? How do these compare to what you enjoyed as child?

### *Weeks 2-14 Quick Response & Discussion – Scholarly Readings*

- Prior to the online discussion (due in the Carmen Dropbox on TUESDAYS each week), collect your thoughts about 1 page Quick Response about the scholarly reading(s), noting the following:
  - AHA (I get that…)
  - WOW (I was surprised…)
  - HUH? (I don't understand…)
- You may pull direct quotes by copying them into a Word Document and writing about them, or by printing/photocopying a page of the reading(s) and writing in the margins (upload this as a PDF file).
- Engage in thoughtful participation (by FRIDAYS each week) by responding to the initial questions posed by the discussion leader, as well as replying to your classmates' posts.

### *Weeks 2-14 Media Connection & Discussion – YA Literature*

- Prior to the online discussion (due in the Carmen Dropbox on TUESDAYS each week), select a specific section from the book (not from the first chapter) and find a connection between the text and a piece of online media, such as a YouTube clip, visual image, song lyrics, a news story, etc. Your Media Connection should be approximately 1 page in and length and should:
  - describe the scene you are connecting to (with page numbers or electronic references if using a device such as a Kindle),
  - give a link to the media you have connected to,
  - explain the connection you see between the text and the chosen media,
  - and explain how the media you chose deepens or expands your understanding of the text.
- Engage in thoughtful participation (by FRIDAYS each week) by responding to the initial questions posed by the discussion leader, as well as replying to your classmates' posts.

### **Nonfiction Text Set**                                                                    **20%**
*Course Objectives 1, 3, 5, 6*
*General Education Literature Objectives 1, 2*
See rubric on page 22.

Part 1 (3-4 pages)
Select 3 nonfiction books for young adult readers about the same general topic (American history, science, world history, music & art, women's history, Civil Rights or biographies), from the YALSA Nonfiction Award list (http://www.ala.org/yalsa/nonfiction-award). You need to cite specific examples from the texts you have chosen, and also from the scholarly readings from the course. For each text you choose, provide the

following:
- a full citation,
- a critique of the book regarding how it appeals to and engages young adult readers (with specific examples from the text),
- a description of the formatting of the book (such as presentation and use of text features) and how this helps readers understand the content of the book, (with specific examples from the text)

Part 2 (2-3 pages)
Think about your experience reading across these 3 texts on the same topic. Compare the books with one another and make an argument about which book you believe is the best informational text for young readers and why, in other words, if you were advising a young adult reader who is interested in this subject, explain which book you would recommend. Your response should reference all 3 books, not just the one you are making the argument for.

**Intellectual Freedom Paper**                                          **10%**
*Course Objectives 1, 2, 3, 4, 5*
*General Education Literature Objective 2*
See Rubric on page 23.

Examine the websites posted to Carmen, watch the posted videos, and the read the articles (also posted to Carmen) about intellectual freedom in young adult literature. Select one of the books we have read in class and imagine its inclusion (be it in a classroom, a library or a bookstore) is being challenged. Write a 3 page position statement, explaining why the book class should be included rather than excluded. Reference the articles, websites and videos in your paper.

**Final Inquiry Project**                                               **30%**
*Course Objectives 1, 2, 3, 5, 6*
*General Education Literature Objectives 1, 2*
See rubric on page 24.

Final papers will be 8 pages in length (double spaced with 1 inch margins and 12 point font), regardless of the option chosen. Include a reference page and use appropriate parenthetical documentation within the body of your paper.

NOTE: You will be asked to define your project and any texts you will be looking at (including scholarly readings) in a discussion post around the mid-point of the semester.

1. Book to Film
   Many young adult texts have been adapted to film. Select one of these texts to read and its film to view in order to write a comparison essay. Use the articles on Carmen (in the Inquiry Projects tab) to inform your paper (be sure to use citations), also in this section of Carmen you will find a list of books made into films that you may use (you are not limited to these, just be sure you are looking

at a YA text, and not one written for younger children). In your essay you may consider the following:

- whether or not the film takes the same trajectory as the film (in what the reader/viewer is asked to believe, how the characters develop, the importance of the setting, etc.),
- the level of faithfulness of the adaptation to what your reading led you to believe about the characters and the story world (such as plot, setting, resolution, etc.),
- the level of involvement of the author in the creation of the film,
- the author's opinion of the film and
- critics opinions of the film.

2. Printz Award Nomination

The Michael L. Printz Award is given for literary excellence in young adult literature each year by the American Library Association (http://www.ala.org/yalsa/printz-award). Nominate one of the books you read for this class to receive this award. Write a strong argument about why this piece of literature should win, based on what the ALA uses as criteria for the award (http://www.ala.org/yalsa/booklistsawards/bookawards/printzaward/aboutprintz/criteria). Your paper should state the book you are nominating (including accurate citation) and what genre the book is, and it should speak to the following (with specific examples from the text to support your position):

- What makes this book one that readers will talk about?
- How does the book address issues of diversity?
- How do these (applicable) Printz criteria make this book one that appeals to young adult readers?
  - o story
  - o voice
  - o style
  - o setting
  - o accuracy
  - o characters
  - o theme
  - o illustrations
  - o design (including format, organization, etc.)

3. Understanding Different Perspectives

If you are going to be working with young adults around their reading of literature, it is important to know the perceptions of experts who work with young adult readers and those of young adult readers. For this assignment you will talk to an expert (a youth services librarians at a community library or a middle or high school librarian), and to 3-5 young adult readers. You will gather information from the librarian such as:

- what they believe young adult readers are interested in reading,
- what they believe young adult readers are NOT interested in reading,
- how they support the young adult readers in their library,

- what struggles they find when working with young adult readers,
- the changes over time they have seen in the interest of young adult readers,
- how their services are (or are not) influenced by the Common Core State Standards,
- and how they make decisions about what books to include their library for young adult readers.

From the young adults you talk to (either individually or in a small group setting), find out information such as:
- what they are interested in reading,
- what they are NOT interested in reading,
- what books they have read or are reading in school,
- whether or not they go to a school or community library,
- if they talk about books with their friends,
- and what their reading outside of school is like.

With the young adults, share some of the books you have read for this course. Find out if they have read any of the titles, and if they have what their opinions of the book are. If they have not read them, ask why they would or would not like to read them.

In your inquiry project, write about what you have learned from an adult who works with young adult readers, and from young adult readers themselves. This will include:
- an overview of the library and the community it is located in,
- what you learned from the librarian about young adult readers,
- what you learned from the young adults about their reading,
- a discussion of what overlaps and disparities you saw between the perspective of the librarian and those of the young adults,
- and an explanation of how what you learned about young adult literature and their reading habits connects to and diverges from the course readings and online discussions.

4. In-Depth Novel Study
   When teachers choose novels to use in their classrooms, they read these novels closely and also look beyond the novel itself for resources they will use in their classroom. For this project, you will select an additional novel written by one of the authors we have read this semester and do a deep reading of this novel, including doing additional research and finding outside resources that connect to the novel. Your paper must include:
   - Biographical information about the author (you may want to look at the author study inquiry project description for suggestions of what information to consider including).
   - Your personal response to the novel – what you connected to, enjoyed,

questioned, found believable, etc.

- Text-to-text connections – What other novels, short stories, poems, etc. (by the same author or others) connect to this text in some way? This could be texts that are mentioned within the novel (for example, teens are often reading symbolic texts in their English classes within YA literature), or it could be other texts with similar characters, plot, theme, etc. You may think of a text in a broad way – you may also make connections to images, comics, picture books and other formats.
- Text-to-world connections – Explain how this particular novel connects to current events, popular culture, and the current lived experiences of young adult readers.
- Quote collection – select 3-4 direct quotes from the novel that you found to be pivotal to the way the novel moved forward. Explain why these quotes are significant to understanding the novel.
- A discussion of two literary elements (such as those listed in the Printz Award option for the inquiry project) within the novel and how these facilitate a reader's understanding of the text.

5. Author Study
   Choose one of the authors we have read throughout this course and do an author study.
   - Find out about the author's biographical background and what inspires them to write for young adults.
   - Why did you choose this particular author?
   - Research their body of work:
     - What else have they written?
     - What genre(s) do they use for their work?
     - Have they won any awards?
     - Have any of their books been challenged? If yes, discuss which books, where and why the challenge occurred and the outcome.
     - Are there overall patterns in their style, approach to writing about the lives of young adults, etc.?
   - Why is this particular author important to the field of literature for young adults?

## Assignment Summary & Major Due Dates

| Novel Responses | 16% | Choose 4: 9/19, 9/26, 10/3, 10/10, 10/24, 10/31, 11/7, 11/14, 11/21, 12/5 |
|---|---|---|
| Discussion Leader | 4% | TBA – Tuesdays as assigned |
| Discussion Participation | 20% | Weekly – Tuesdays & Fridays |
| Nonfiction Text Set | 20% | 10/14 |
| Intellectual Freedom Paper | 10% | 11/24 |
| Inquiry Project | 30% | 12/13 |

Grading Scale:
Your final grade will be assigned according to the percentage of points you earn.
See http://trustees.osu.edu/rules/university-rules/rules8/ru8-21.html for an explanation
of what each grade indicates. The Ohio State Standard Grading Scale is:

| Excellent | Above Average | Average | Low but Acceptable | Does not Satisfy the Objectives |
|---|---|---|---|---|
| A 93–100<br>A- 90–92 | B+ 87–89<br>B 83–86<br>B- 80–82 | C+ 77–79<br>C 73–76<br>C- 70–72 | D+ 67–69<br>D 60–66 | E 0–59 |

## Course Schedule

| Week & Topic | Date | What's Due? |
|---|---|---|
| 1<br>Course Intro<br>Teen Readers and the<br>History of YA Literature | 8/28 | Course Intro – Read the course syllabus and familiarize yourself with the course site. Post any questions or tips to the "Tips, Tricks & Questions" discussion board. |
| | 8/28 | Post your personal introduction in the Carmen discussion. |
| | Quick Response<br>9/1 | Academic Discussion<br>• Bucher & Hinton – CH 1-3 |
| | Discussion Posts<br>9/4 | |
| 2<br>YA Literature and the Canon | Quick Response<br>9/8 | Academic Discussion<br>• Crowe – on Carmen<br>• Stallworth – on Carmen |
| | Discussion Posts<br>9/11 | |
| 3<br>Diversity in YA Literature | Quick Response<br>9/15 | Academic Discussion<br>• Cai – on Carmen<br>• Dong – on Carmen<br>• Derman-Sparks – on Carmen |
| | Discussion Posts<br>9/18 | |
| | Discussion Posts<br>9/18 | Literature Discussion (no Media Connection – see Instructor's example for *The First Part Last* – this will be posted by 9/15<br>• *The First Part Last* |
| | 9/19 | Novel Response Option 1 – *The First Part Last* |
| 4<br>Contemporary Realistic Fiction | 9/22 | Questions Posted by Discussion Leaders |
| | Quick Response<br>9/22 | Academic Discussion<br>• Bucher & Hinton – CH 5 |
| | Discussion Posts<br>9/25 | |
| | Media Connection<br>9/22 | Literature Discussion<br>• *Forgive Me, Leonard Peacock* |
| | Discussion Posts<br>9/25 | |
| | 9/26 | Novel Repose Option 2 – *Forgive Me, Leonard Peacock* |
| 5<br>Biography | 9/29 | Questions Posted by Discussion Leaders |
| | Quick Response<br>9/29 | Academic Discussion<br>• Bucher & Hinton – CH 9 |
| | Discussion Posts<br>10/2 | |
| | Media Connection<br>9/29 | Literature Discussion<br>• *Claudette Colvin, Twice Toward Justice* |
| | Discussion Posts<br>10/2 | |
| | 10/3 | Novel Repose Option 3 – *Claudette Colvin, Twice Toward Justice* |

| Week & Topic | Date | What's Due? |
|---|---|---|
| 6<br>Nonfiction/Information Books | 10/6 | Questions Posted by Discussion Leaders |
| | Quick Response<br>10/6 | Academic Discussion<br>• Bucher & Hinton – CH 10<br>• Sullivan (on Carmen) |
| | Discussion Posts<br>10/9 | |
| | Media Connection<br>10/6 | Literature Discussion<br>• *Denied, Detained, Deported: Stories from the Dark Side of American Immigration* |
| | Discussion Posts<br>10/9 | |
| | 10/10 | Novel Repose Option 4 – *Denied, Detained, Deported: Stories from the Dark Side of American Immigration* |
| 7<br>Nonfiction Text Set Due & Inquiry Project Post<br><br>Fall Break Weekend | 10/14 | Final Inquiry Project – Touching Base Post<br>Reply to the discussion thread about the Final Inquiry Project. Share what project you plan to do and what texts (both children's literature and scholarly chapters/articles) you will be using. |
| | 10/14 | Nonfiction Book Collection (Carmen dropbox) |
| 8<br>Adventure, Mystery and Humor | 10/20 | Questions Posted by Discussion Leaders |
| | Quick Response<br>10/20 | Academic Discussion<br>• Bucher & Hinton – CH 6 |
| | Discussion Posts<br>10/23 | |
| | Media Connection<br>10/20 | Literature Discussion<br>• *What Happened to Cass McBride?* |
| | Discussion Posts<br>10/23 | |
| | 10/24 | Novel Repose Option 5 – *What Happened to Cass McBride?* |
| 9<br>Science Fiction, Fantasy & Horror | 10/27 | Questions Posted by Discussion Leaders |
| | Quick Response<br>10/27 | Academic Discussion<br>• Bucher & Hinton – CH 7 |
| | Discussion Posts<br>10/30 | |
| | Media Connection<br>10/27 | Literature Discussion<br>• *Legend* |
| | Discussion Posts<br>10/30 | |
| | 10/31 | Novel Repose Option 6 – *Legend* |
| 10<br>Historical Fiction | 11/3 | Questions Posted by Discussion Leaders |
| | Quick Response<br>11/3 | Academic Discussion<br>• Bucher & Hinton – CH 8 |
| | Discussion Posts<br>11/6 | |
| | Media Connection<br>11/3 | Literature Discussion<br>• *Between Shades of Gray* |
| | Discussion Posts<br>11/6 | |
| | 11/7 | Novel Repose Option 7 – *Between Shades of Gray* |

| Week & Topic | Date | What's Due? |
|---|---|---|
| 11<br>Poetry, Drama and Short Stories | 11/10 | Questions Posted by Discussion Leaders |
| | Quick Response 11/10 | Academic Discussion<br>• Bucher & Hinton – CH 11 |
| | Discussion Posts 11/13 | |
| | Media Connection 11/10 | Literature Discussion<br>• *Under the Mesquite* |
| | Discussion Posts 11/13 | |
| | 11/14 | Novel Repose Option 8 – *Under the Mesquite* |
| 12<br>LGBTQQA Themed YA Literature | 11/17 | Questions Posted by Discussion Leaders |
| | Quick Response 11/17 | Academic Discussion<br>• Lo article (on Carmen)<br>• Blackburn & Buckley article (on Carmen) |
| | Discussion Posts 11/20 | |
| | Media Connection 11/17 | Literature Discussion<br>• *Dante and Aristotle Discover the Secrets of the Universe* |
| | Discussion Posts 11/20 | |
| | 11/21 | Novel Repose Option 9 – *Dante and Aristotle Discover the Secrets of the Universe* |
| 13<br>Intellectual Freedom Paper<br><br>Thanksgiving Weekend | Intellectual Freedom Paper (Carmen dropbox) 11/24 | Read these academic texts and cite them in your paper:<br>• Bucher & Hinton – CH 4<br>• Gurdon (on Carmen)<br>• Alexie (on Carmen) |
| 14<br>Graphic Novels & Other Formats | 12/1 | Questions Posted by Discussion Leaders |
| | Quick Response 12/1 | Academic Discussion<br>• Lo article (on Carmen)<br>• Blackburn & Buckley article (on Carmen) |
| | Discussion Posts 12/4 | |
| | Media Connection 12/1 | Literature Discussion<br>• *Boxers & Saints* |
| | Discussion Posts 12/4 | |
| | 12/5 | Novel Repose Option 10 – *Boxers & Saints* |
| FINALS WEEK | 12/13 | Inquiry Project – turn in to the Carmen dropbbox |

# Rubrics

## Novel Responses

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Content**<br><br>**(bullet points 1-4 in the assignment description)** | Points are developed with originality and great clarity. Clear comprehension and perception of the novel is evident. Analyzes text perceptively, using summarizing only as needed. | Points are well developed in each paragraph with sufficient detail from sources. Adequate evidence of understanding of the novel. | Points are developed in each paragraph. Some areas lack sufficient detail. | Little to no development of points being made. Paper is mostly summary and lacks analysis. |
| **Connections to Academic Readings**<br><br>**(bullet point 5 of the assignment description)** | Paper includes strong, insightful examples from the novel and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page. | Specific details from both the novel and the scholarly readings are provided throughout. Quotes and citations are documented correctly. | Enough detail is provided from the novel and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly. | Few to no details from the novel and the scholarly readings provided. |
| **Connections to Online Discussion**<br><br>**(bullet point 6 in the assignment description)** | A strong discussion of the reader's understanding of the text being influenced by the online discussion is provided. | A discussion of the reader's understanding of the text being influenced by the online discussion is provided. | A strong discussion of the reader's understanding of the text being influenced by the online discussion is provided. | Minimal or no mention of the online discussion informing the understanding of the online discussion has been given. |

**Discussion Leader**

|  | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Preparation** | Facilitator shows a depth of insight and careful preparation. | Solid understanding of the readings; may miss some nuances of meaning. | Demonstrates general understanding of the readings; may show evidence of some gaps in comprehension or preparation. | Facilitator shows some significant gaps and/or inaccuracies in understanding the assigned readings; unprepared. |
| **Facilitates Discussion** | Facilitator effectively engages students in discussion of topic. Uses follow-up questions to expand the discussion. Encourages all group members to participate. | Facilitator leads discussion well. May need more follow-up questions, to engage group members more, or to engage more group members, or to keep discussion on-track. | Facilitator has some difficulty leading the discussion (e.g., no elaboration or minimal opportunity for discussion; allows discussion to remain off-topic) but shows at least some skill as facilitator. | Facilitator ineffectively engages students. Discussion falls flat due to presenter difficulties. Engagement of classmates was weak. |
| **Quality of Questions** | Insightful, appropriate, and in-depth questions which lead to a thorough and useful discussion of the topic. | Very good choice of questions. Key points are highlighted; topic is covered well. | Some good questions, but may need more in-depth questions and/or an increase in the number of questions to effectively cover the topic. | Questions need more work; topic covered inadequately. |
| **Timeliness** |  |  | Posted on time, allowing classmates adequate time to participate in discussion. | Posted late, shortening the amount of time given to group members to participate in the discussion. |

## Discussion Participation

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Understanding of Readings** | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately.  No more than 10% of the posting is a direct quotation. | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. |
| **Participation in Learning Community** | Discussion postings actively stimulate and sustain further discussion by building on peers'  responses including:<br>• building a focused argument around a specific issue or,<br>• asking a new related question or,<br>• making an oppositional statement supported by personal experience or course readings. | Discussion postings contribute to the class' ongoing conversations as evidenced by:<br>• affirming statements or references to relevant research or,<br>• asking related questions or,<br>• making an oppositional statement supported by any personal experience or course readings. | Discussion postings sometimes contribute to ongoing conversations as evidenced by<br>• affirming statements or references to relevant research or,<br>• asking related questions or,<br>• making an oppositional statement supported by any personal experience or course readings. | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. |
| **Quick Response/ Media Connections** | Submitted prior to posting in discussion. Fully and thoroughly responds to all required aspects of the assignment with reference to readings and makes outside connections. | Submitted prior to posting in discussion. Addresses all of the required aspects of the assignment with reference to readings and makes outside connections. | Submitted prior to posting in discussion. Ideas are not fully developed or do not make reference to readings or outside connections. | Submitted after discussion posts or thoroughly address the requirements of the assignments. |

*Nonfiction Text Set* 20%

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Critique of Texts** | Ideas are developed clearly, specific textual evidence is elaborated on, and insightful understanding of the text is revealed. | Some ideas are more fully developed than others using relevant textual evidence. Some understanding of the text is revealed. | Ideas are briefly and partially explained using some textual evidence without much understanding of the text being revealed. | Textual evidence provided is vague, irrelevant or unjustified. |
| **Analysis & Discussion of "Best" Text** <br><br> **(Part 2 of Assignment)** | Main points are well developed and directly related to the thesis. The supporting details are concrete and rich, it is clear that the writer knows enough about the subject to explain it in great detail. Support for position is accurately cited and comes from a variety of sources. | Main points are present and directly related to the thesis, but one or more may lack enough detail and development. The writer knows his/her material well enough to clearly explain it. Support for position is accurately cited and comes from a variety of sources. | Main points are present, but one or more may lack development and/or may not directly relate to the thesis. The essay minimally meets the requirements of the assignment and contains sufficient details to make the overall point clear, but it leaves the reader with unanswered questions. Support for position is accurately cited and comes from a variety of sources. | The main points are not sufficient. There is a vague development of ideas and a weak or nonexistent link to the thesis. |
| **Connections to Academic Readings** | Paper includes strong, insightful examples from the novels and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page. | Specific details from both the novels and the scholarly readings are provided throughout. Quotes and citations are documented correctly. | Enough detail is provided from the novels and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly. | Few to no details from the novels and the scholarly readings provided. |
| **Required Elements** | All requirements fully met. | 85-99% of the requirements met. | 70-84% of the requirements met. | Less than 70% of the requirements are met. |

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# Intellectual Freedom Statement

|  | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Development of Position** | Main points are well developed and directly related to the thesis. The supporting details are concrete and rich, it is clear that the writer knows enough about the subject to explain it in great detail. Support for position is accurately cited and comes from a variety of sources. | Main points are present and directly related to the thesis, but one or more may lack enough detail and development. The writer knows his/her material well enough to clearly explain it. Support for position is accurately cited and comes from a variety of sources. | Main points are present, but one or more may lack development and/or may not directly relate to the thesis. The essay minimally meets the requirements of the assignment and contains sufficient details to make the overall point clear, but it leaves the reader with unanswered questions. Support for position is accurately cited and comes from a variety of sources. | The main points are not sufficient. There is a vague development of ideas and a weak or nonexistent link to the thesis. |
| **Organization** | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused. | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus. | The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus, |
| **Connections to Academic Readings** | Paper includes strong, insightful examples from the novel and from the scholarly readings. All citations and direct quotes are cited using parenthetical documentation and a resource page. | Specific details from both the novel and the scholarly readings are provided throughout. Quotes and citations are documented correctly. | Enough detail is provided from the novel and the scholarly readings to indicate familiarity. Quotes and citations are documented correctly. | Few to no details from the novel and the scholarly readings provided. |

# Inquiry Project

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| **Analysis & Evidence** | Solid, sufficient, relevant evidence supporting points being made are integrated into the paper. Evidence is justified through detailed explanation. | Sufficient, relevant evidence supporting points being made are integrated into the paper. Evidence is justified through explanation. | Evidence supporting points being made is integrated into the paper. Evidence is not sufficient in some areas. Justification of evidence is insufficient. | Little to no supporting evidence provided OR inadequate evidence provided. |
| **Integration of Knowledge from Course** | The paper demonstrates a full understanding of the course concepts and has applied concepts learned in the course. Concepts are integrated into personal insights. The writer provides concluding remarks that show analysis and synthesis of ideas. | The paper demonstrates that for the most part, the author understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. |
| **Organization** | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused. | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus. | The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus, |
| **Required Elements** | All requirements fully met. | 85-99% of the requirements met. | 70-84% of the requirements met. | Less than 70% of the requirements are met. |

Hello,

Your syllabus has been submitted to EHE EdTech for review using the Curriculum Committee's approved QM Rubric and 11-Parts Checklist. Thank you for participating in a college-level informal QM syllabus review. The QM process aligns with the Instructional Design and Multimedia production goals we have set out to accomplish to support the college's needs. Additionally, the QM process and alignment to our college courses are proposed within the College Strategic plan. The QM process and later QM approvals will be quite beneficial to the course, the department, and the college, since it measures quality online aspects. The EHE EdTech team looked at the syllabus purely from the QM Rubric perspective.

The complete 11-Parts of the Syllabus document can be found on the EHE Curriculum Committee website (http://ehe.osu.edu/assessment/governance/). Additionally, the reviewers have access to a more descriptive QM Rubric than what is represented here in the checklist. If you have completed QM's APPQMR training, you have access to the same Annotated Rubric, but if you have not, the lead reviewer is happy to schedule an appointment to discuss the QM Rubric in more detail.

Please understand that this is a review based on your syllabus only and without consultation with you. Thus, it is an informal review and is to be used as a means to discuss meeting QM and the EHE Curriculum Committee standards.

Please see the legend the bottom of page 3 of the checklist to understand the markings in the right-hand margin of the checklist.

On page 2, the highlighted standards indicate items that could be found in a syllabus, and are what the reviewers are looking for in your syllabus. On page two, there are no highlights, but all are expected by the Curriculum Committee to be present in your syllabus. A checkmark in the right-hand column indicates whether or not the item was located by the reviewer.

In the textbox in the right-hand column next to the checkmark, you will see an indication of the page(s) where the reviewer found the item. Following that, there may or may not be QM and/or CC. If you do not see QM and/ or CC, it means the reviewer matched the available criteria to what was found in the syllabus. If you see QM and/ or CC, the reviewer is indicating that there may be additional items needed or modified in the syllabus.

Please contact ehe-edtech@osu.edu to schedule a consultation to discuss the results of this informal syllabus review.

Thank you,

THE OHIO STATE UNIVERSITY

**EHE EdTech**

College of Education and Human Ecology
245 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, OH 43210
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# QUALITY MATTERS
# QM

## Quality Matters™ Rubric Standards
## Fifth Edition, 2014, with Assigned Point Values ▪▪▪

| Standards | | Location |
|---|---|---|

**Course Overview and Introduction**

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

**Learning Objectives (Competencies)**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

**Assessment and Measurement**

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

**Instructional Materials**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

**Learner Activities and Learner Interaction**

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

**Course Technology**

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
6.5 Links are provided to privacy policies for all external tools required in the course.

**Learner Support**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

**Accessibility and Usability**

8.1 Course navigation facilitates ease of use.
8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

**The highlighted standards above indicate standards that should be present in your syllabus. Non-highlighted standards are important, but would be present in the course.**

# QM Aligned Parts of a Course Syllabus:
## Formerly known as the 11-Parts of a Syllabus

1. Heading of Syllabus:
   - School/Academic Area:
   - Course Number, Title, level, and credit hr.
   - Instructor Name:
   - Instructor Contact Information:
   - Office Hours (Location/Days/Times):

2. Description/Rationale:
   - Need and purpose of the course

3. Relationship to Other Courses/Curricula:
   - How does it relate to other curricula
   - Prerequisites

4. Knowledge, Skills, and Dispositions:
   - Objectives/Student Learning Outcomes
   - Explain how course will achieve these goals

5. Text/Reading List/Bibliography:

6. Course Requirements/Evaluation:
   - Letter Grades/Grading Breakdown
   - Late Work

7. Assignment Descriptions:
   - Detailed descriptions of assignment and how learning will be assessed

8. Course/Online Policies:
   - Communication policies
   - Netiquette
   - Technology

9. Institutional Policies
   - Academic Integrity
   - Office of Disability Services Statement
   - Statement of Student Rights
   - Grievances Statement
   - Off-Campus Field Experiences
   - Intellectual Property
   - Mental Health Statement
   - Diversity Statement

10. Topical Outline:
    - List topics to be covered in each of the sixteen weeks of the Semester

11. Any Applicable Appendices
    - NCATE Standards
    - ISLLC Standards

The original document can be found at http://ehe.osu.edu/assessment/governance/

## LEGEND

| | |
|---|---|
| p | Where item was located |
| CC | Found but does not adhere to the EHE Curriculum 11-Parts |
| QM | Found but does not adhere to the QM Rubric |