Term Information

Effective Term: Spring 2017
Previous Value: Spring 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Prereq of English 1110 or equivalent.

What is the rationale for the proposed change(s)?
Students who enroll in this literature course should have foundational college level writing first.

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)?
none.

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
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

Previous Value
English 1110 or equivalent.

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 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 experiential understanding.

- 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 with pre-req.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by UGSC 1/29/16 (by Mercerhill,Jessica Leigh on 02/02/2016 02:56 PM)

Workflow Information

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<td>01/25/2016 12:00 PM</td>
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<td>Odum,Sarah A., Zircher,Andrew Paul, Warnick,Bryan R., Achterberg,Cheryl L</td>
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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 requirements of the General Education Curriculum. The pre-requisite for this course is English 1110 or its equivalent.

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 skills and critical analysis.

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.
- 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 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
- 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.

Disability Accommodations
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 614-292-3307, TDD 614-292-0901; http://www.ods.ohio-state.edu/ .

Statement of 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.

Center for the Study of Teaching of Writing
For assistance with writing assignments, students may contact the OSU Writing Center of 614-688-4291 or cstw@osu.edu. The center offers free help and online tutorials.

Academic Integrity
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).

In particular, anytime you are on a webpage and use copy and paste, you need to use a citation or you are committing plagiarism, a type of misconduct for which students have failed this course. “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). Rewording someone else’s ideas without a citation is also plagiarism unless it is common knowledge. Please be very clear about what are other people’s ideas and what are your own. For additional information see the Code of Student Conduct at: http://studentaffairs.osu.edu/csc/.

Attendance and Active Participation
Your punctual attendance and active participation every session is necessary because of the interactive workshop nature of this class. Absences will significantly affect your grade because each class is worth points for attendance and participation. You can complete make-up work to restore points for one absence. Make-up work must be submitted as replacement for the total hours of active participation on the day of the absence. See the Make-up Work Contract on Carmen for suggestions of ways to make up any missed class.

• If you have to miss class because of an unavoidable conflict or because of unforeseen emergency circumstances or if you have to arrive late, you must contact the instructor via e-mail to explain your absence as soon as you are aware you cannot attend class (either before or after the absence occurs), but no later than 24 hours after the class period. Make up work will not be accepted without communication within 24 hours.
• Attendance and participation points may be restored for 1-2 class periods at the instructor’s
discretion via an agreed make-up work equivalent to the time missed. Be advised that the
points for more than one absence will not be restored unless you have a reasonable
explanation for your absence and you have done significant make-up work for the time lost.
• Three incidents of tardiness, including coming in late and leaving class early (starting at 15
minutes) equals on absence.
• Active participation includes active listening, collaboration, making selective thoughtful
analytical comments, and raising questions in whole group and small group discussions
along with a general demonstrated willingness to join in and extend our on-going dialogue.
Active participation need not mean that you say a great deal in public, but rather that you
are mentally present for class discussions and you are willing to offer your opinion.
• Please note that as an instructor, I must rely on what I can observe to judge your
engagement in class and with your peers. While you might be an expert multitasker that can
shop online and text while absorbing all the information around you, I cannot assume you
are. Any use of technology, sleeping, or off-task behavior is subject to loss of points.
• Technology – laptops, tablets, etc. – are welcome in class in appropriate moments: there are
time the instructor will have you use them for activities, and sometimes they will be useful
for finding other information in small groups. Please be mindful of what moments are
appropriate and be respectful of your peers and instructor. Additionally, cell phones should
remain on silent and hidden throughout class time.

Assessments
You are expected to have all work turned in to the Carmen Dropbox by the beginning of class on the
date the assignment is due. Please contact me if you feel you need an extension. All assignments should
be in MLA format: typed, double-spaced, and in 12 pt. font with 1” margins. Assignments may be re-
negotiated if your situation warrants it; however, changes to assignments must be discussed with
instructor before being turned in.

Late Work
Any late work may be turned into the proper Dropbox. Unless prior arrangements have been made,
after the due date/time 10% will be taken off the final score. Additionally, every 24 hour period past the
initial due date will result in an additional 10% reduction. Work will not be accepted more than a week
late unless special provisions have been previously made. Please note that technological mishaps are
not an excuse for work being late. If you have to miss a class period where you are scheduled to
present, you MUST email me prior to the start of class, and provide proper documentation explaining
your absence within 24 hours.

Participation (15% of grade)
All students are expected to ask questions and engage in meaningful discussion. Class participants
should display a positive attitude toward learning and respect and legitimize that opinions and
experiences of each other.

Reader Autobiography Essay (10% of grade)
You will write a reflection of yourself as a reader in this class. This is an invitation to recall and record the
experiences that have shaped your relationship with, and attitudes and feelings toward, reading. This is
also an opportunity to share any information about yourself as a reader that would help me support
you.
Reading Responses (25% of grade)
Extensive and intensive reading of adolescent literature is the primary focus of this course. You will write 10 responses of the young adult novels you read throughout the semester. There are a variety of format options for these responses. Please refer to the assignment sheet for guidelines.

Major Themes in YA Literature Project (20% of grade)
In order to relate young adult literature to the world around us, you will be doing a project that investigates a theme of your choosing. This theme analysis will be based around one or more of the books already read in class as well as an additional book of your choice. Each presentation should include a short lesson about the theme, and a discussion or activity with the class.

Final Inquiry Project (30% of grade)
This is a self-selected individual project that should be the equivalent of a 5-7 page research paper that probes the depths of what you have learned over the semester. As a term project, it should explore your chosen topic in detail, demonstrate you understanding of the major concepts covered in class, and focus on some aspect of young adult literature. Topics focusing on aspects of diversity are especially appropriate to this assignment. These projects will be presented during the class’s exam time for your classmates to enjoy. While you will notice that your findings can be presented in a number of different ways, some topics lend themselves better to some formats/products/outcomes. Depending on your choice of project, you will likely need to include some text that tells me about your intentions, choices and conclusions, particularly if it’s a visual project.

Grading Scale

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<th>Grade</th>
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<th>Reader Autobiography</th>
<th>Reading Responses</th>
<th>Theme Project</th>
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Grades
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

Reading List
- The Absolutely True Diary of a Part-Time Indian, Sherman Alexie
- Perks of Being a Wallflower, Stephen Chbosky
Getting Books
There is a decent amount of books required for this course and costs can get high if you’re not careful. Feel free to borrow books from libraries or purchase them used. It is possible, however, that some books will have to be purchased in order to locate them.
- Check out from local libraries (Columbus Metropolitan Library, see columbuslibrary.org - the Northside branch is at 1423 N High St or Thompson Library has a small collection as well as the possibility to request to have specific books sent there to pick up)
- Purchase from stores with children’s sections:
  o Cover to Cover (the local children’s book store at 3560 N High Street),
  o The Book Loft (in German Village...discounts on Sundays after 6pm)
  o Local Barnes and Nobles (possibly Half Price Books if you’re lucky)
- Buy online for used books at better prices:
  o Better World Books (used books with free shipping and charitable contributions to literacy projects at betterworldbooks.com)
  o Amazon.com (free 2-day shipping at www.amazon.com/gp/student/signup/info)
- Ebooks/Kindle/Nook/Audio versions are perfectly fine. With two exceptions: for Part Time Indian, do not use the audio version, as there are drawings not included in the audio version. For American Born Chinese, please try to get a physical copy of the book (not ebook), as the formatting usually does not transfer well, changing the reading experience.

Sensitive Topics
Throughout this semester we will be address several sensitive and dark topics, such as abuse, rape, and suicide. If you have concerns regarding reading any of these books or feel that they might be a trigger for you, please contact me and we can figure out an alternative assignment for the week(s) in question.

Course Calendar

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<th>Topics</th>
<th>Assignments Due</th>
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<td>Week 1</td>
<td>Introduction to the Course</td>
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<td>• Definitions and Overview</td>
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<td>• Syllabus and Book Choices</td>
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<td>• “Against YA”</td>
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<td>Week 2</td>
<td>History of Children’s and Adolescent Literature</td>
<td>Due: Reader Autobiography AND Theme Project Proposal</td>
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| Week 3 9/10/15 | Contemporary Realistic Fiction  
|                | • Diversity and Multiculturalism  
|                | • “The Apartheid of Children’s Literature” Christopher Meyers  
|                | Have Read: *The Absolutely True Diary of a Part-time Indian*  
|                | Due: Reading Response  
| Week 4 9/17/15 | NO IN-PERSON CLASS  
|                | Sexuality, Mental Illness and Grief in YA  
|                | • “Why the Best Kids Books Are Written in Blood” Sherman Alexie  
|                | Presentation:  
|                | Presentation:  
|                | Presentation:  
|                | Have Read: *The Perks of Being a Wallflower*  
|                | Due: Reading Response AND ONLINE discussion  
| Week 5 9/24/15 | The “Problem Novel”  
|                | • “Why We Must Read Young Adult Books that Deal with Sexual Content” CJ Bott  
|                | Presentation:  
|                | Presentation:  
|                | Presentation:  
|                | Have Read: *Speak* OR *Inexcusable*  
|                | Due: Reading Response  
| Week 6 10/1/15 | Death and Grief  
|                | • Focalization and Point of View  
|                | • “Death in the Classroom” Marvin Hoffman  
|                | Presentation:  
|                | Presentation:  
|                | Presentation:  
|                | Have Read: *Thirteen Reasons Why OR Falling into Place*  
|                | Due: Reading Response  
| Week 7 10/8/15 | Trauma  
|                | Presentation:  
|                | Presentation:  
|                | Presentation:  
|                | Have Read: *We Were Liars*  
|                | Due: Reading Response  
| Week 8 10/15/15 | NO CLASS – FALL BREAK  
| Week 9 10/22/15 | Fairy Tales, Tradition, and Cinderella  
|                | • Introduce Final Project  
|                | • *Mickey Mouse Monopoly* and Gender Roles  
|                | Presentation:  
|                | Presentation:  
|                | Presentation:  
|                | Have Read: Cinderella Tales (on Carmen), *Cinder OR Ash*  
|                | Have Watched: *Cinderella* (1950, Disney)(on DRM.OSU.EDU)  
|                | Due: Reading Response  

| Week       | Date       | Topic                         | Presentations                                                                 | Have Read: Code Name Verity Due: Presentation | Have Read: Eleanor and Park OR Dante and Aristotle Discover the Secrets of the Universe OR Saint Anything Due: Presentation | Have Read: American Born Chinese Due: Presentation | Have Read: Rot and Ruin OR Coldest Girl in Coldtown Due: Presentation | Have Read: Rot and Ruin OR Coldest Girl in Coldtown Due: Presentation | Have Read: Rot and Ruin OR Coldest Girl in Coldtown Due: Presentation |
|------------|------------|-------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Week 10    | 10/29/15   | Historical Fiction           | • “Historical Fiction or Fictionalized History?” Joanne Brown  
• “Churchill’s Heroines: How Britain’s female secret agents changed the course of WWII” Anna Pukas |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
| Week 11    | 11/5/15    | Romance                      | • “A Defence of Rubbish” Peter Dickinson                                    |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
| Week 12    | 11/12/15   | Graphic Narratives           | • Stereotypes and cultural representations  
• “Does acknowledging a stereotype perpetuate it?” Gene Yang  
• Origin of Chin-kee |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
| Week 13    | 11/19/15   | Dystopian Literature         | • Dark themes and sensationalizing  
• “Why do we like dystopian novels?” Dave Astor                                |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
| Week 14    | 11/26/15   | NO CLASS – THANKSGIVING BREAK |                                                                               |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |
| Week 15    | 12/3/15    | Final Presentations          |                                                                               |                                               |                                                                                                                                  |                                                                         |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  |