

Syllabus for
English 309 -- Young Adult Literature
3 Credit Hours
Spring 2010

I. COURSE DESCRIPTION

This seminar explores literature for and about the young adult. The course includes critical study and evaluation of the genre, examination of the themes found in the literature, examination of authors and award-winning books found in the literature, and the selection of the literature for use in school programs.

II. COURSE GOALS

The purpose of this course is to provide students an opportunity to explore a broad range of young adult literature, to make critical evaluations of the literature, to understand the theory for teaching the literature to young adults, to assess reading materials for young adults, and to investigate strategies for encouraging student reading. Students will also consider how young adult literature can be used to promote life-long reading and critical thinking.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

After successfully completing this course, the student will be able to do the following:

- A. Survey materials and authors of interest to young adults through reading and analysis
- B. Identify and use selection criteria and resources that relate to young adult literature
- C. Develop techniques which are useful in introducing and sustaining interest in young adult literature
- D. Identify, evaluate, and discuss themes and issues relevant to young adult literature
- E. Establish a climate in which the study and discussion of young adult literature can flourish
- F. Promote an understanding of the interests and concerns of young adults

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - Textbook
 - Donelson, Kenneth L., and Aileen Pace Nilsen. Literature for Today's Young Adults. 8th ed. Boston: Pearson, 2007.
- B. Required Paperbacks
 - DiCamillo, Kate. Because of Winn-Dixie. Cambridge: Candlewick P, 2000.
 - Dunn, Mark. Ella Minnow Pea. New York: Anchor, 2002.
 - Hinton, S.E. The Outsiders. New York: Puffin, 2006.
 - Lowry, Lois. The Giver. New York: Laurel Leaf, 2002.
- C. Additional works as chosen by the instructor

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15 late-test fee. These responsibilities assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. Obtain information covered during an absence. All work must be completed as scheduled.
 - d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
8. **Whole Person Assessment**
 - a. Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.
 - b. Requirements - The Whole Person Assessment requirements for this class are listed in the General Education WPA Handbook.

C. Course Policies and Procedures

1. Evaluation Procedures

Project #1	25%
Project #2	25%
Project # 3	25%
Project #4 Final	25%
2. Whole Person Assessment Requirements

There is no WPA requirement for this class.
3. Other Policies and/or Procedures

Late Paper Policy – The student has one late paper option to be used at his discretion on any assignment. There will be no point deduction for this option as long as the assignment is turned in by the start of the next class (before attendance is taken). However, after the student has used his one option, there will be no other late assignments accepted from him; it does not matter what the excuse might be. It is suggested that the student save his late paper option for an emergency (i.e.—illness, over-sleeping, computer problems, etc). If the student is involved in a school activity and must miss class, his assignments are still due at the same time or ahead of the scheduled time. THERE WILL BE NO EXCEPTIONS FOR THE LATE PAPER POLICY.

VI. COURSE CALENDAR

Weeks 1-2	Unit One Understanding Young Adults and Books
Weeks 3-4	Unit Two, Literary elements review and Modern Young Adult Reading
Week 5	Thematic Young Adult Literature
Weeks 6-7	<u>Because of Winn–Dixie</u> and other Early Adolescence works (Project #1)
Weeks 8-10	<u>Stargirl</u> , <u>The Giver</u> , and other Middle Adolescence works (Project #2)
Week 11	Spring Break
Weeks 12-15	<u>Ella Minnow Pea</u> , <u>The Outsiders</u> , and other Later Adolescence works (Project #3)
Weeks 16-17	Final Project #4

Course Inventory for ORU's Student Learning Outcomes

ENG 309-- Young Adult Literature Spring 2010

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

(Revised 9/15/06)