

EDCI/ENGL 3223 Adolescent Literature
Thursdays, 3:40-6:30
232 Locket Hall

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Office hours
T 10-11; R 1-3
and by appointment

Note: Email is the fastest way to reach me.

Course description

Critical analysis and survey of literatures with adolescents as main characters and written for adolescent and adult audiences.

Objectives

1. Understand the diverse needs/ interests of adolescent readers by
 - Being able to recommend quality titles to them.*
 - Becoming familiar with marketing policies in bookstores, libraries, and online.*
2. Demonstrate a working knowledge of the genre by
 - Being able to analyze texts through a variety of literary and theoretical approaches.
 - Constructing meaningful lessons using young adult literature which are taught using research-based reading strategies.
3. This course also addresses the following National Council of the Teachers of English standards for the preparation of ELA teachers
 - 3.0 Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.*
 - 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.*
 - 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.*

*indicates which objectives are covered by the service-learning component of the course

Service-Learning

This section of 3223 is a service-learning course. A service-learning course is defined as "a course-based, credit bearing educational experience in which students (1) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995).

You will work in teams of three to four with a young adult librarian from various libraries around the parish to assist them with adolescent programming, including, but not limited to, facilitating book clubs, assisting with promotions, and creating displays. Each team will work with that librarian to identify his or her needs and complete a semester-long project that meets

those needs (10 hour minimum). This service should assist 3223 students in understanding and applying course content in a context with real adolescent readers in a way that hypothetical classroom discussions might not be able to replicate.

Assignments

10 written responses to 10 young adult works from 10 different genres (20%)

See attached list for guidelines on choosing these works. Your written responses will consist of three parts: review, analysis, and personal evaluation.

Review: Write a review of the book which should include a brief summary and information about the main character and plot. (approx. 150 words)

Analysis: Analyze some literary aspect to the work. For example, you may examine the use of symbolism in *Speak* or the diction in *Twilight* and how those literary strategies/devices contribute to the work's overall theme. (approx. 200 words)

Personal opinion: What did you think about the work? Who should read this work? Feel free to compare to other texts (approx. 150 words).

Be sure to include the Title, Author, Genre (or themes), Publisher, Year of publication, Number of pages, Price, and ISBN.

20% Service-learning components

The service-learning component of this course requires at least 10 hours in the field. In order to receive credit for this course, you must sign in at site and fill in the attached field log form.

Reflective assignments for service-learning component. You will turn in a portfolio with a signed copy of your s-l contract, the following assessment pieces and a log sheet signed by your librarian verifying the dates and times you worked in the library on the project. See attached rubric for explanation of evaluation.

1. Examination of a young adult reader and their relationship to the library -Describe and evaluate the library at which you have been placed. Then, create enough questions for a twenty-minute interview about their reading habits and library use with a young adult reader from your library. Write a summary of that experience including how this experience made you think about your service-learning project (750 word essay).
2. S-L Project Plan- Describe what your project will be and what you think the obstacles and benefits will be. Make an action plan which outlines the roles and responsibilities for each group member.
3. Additional reading-As a group, read at least five additional texts in order to help you with this S-L project. Then, write a list of those titles with an explanation of why you choose them, how they helped you with your project, and what you thought about them.
4. Project Reflection-For this final assignment, reflect on what you have learned during this service-learning experience. Address the following questions—Has your idea of the adolescent reader changed? Why or why not? What have you learned about young adult libraries and librarians? Describe and reflect on one particular experience during your SL project and how that experience helped you understand some aspect of this course's content that might not have been possible without your placement.

Book Chapter Demonstrations (20%)

In groups of three, you will be responsible for presenting the material in one of the chapters from our text. Those 45-60 minute presentations should be engaging and contain the following:

1. A demonstration of two of the reading strategies presented in the chapter using an excerpt from one of the young adult works suggested in that chapter.
2. An interesting overview of the genre.
3. A full-class discussion of the chapter.
4. Some sort of handout to assist your fellow classmates in preparing for the final exam.

Analysis Paper or Unit Rationale Essay (20%) You may choose one of the following assignments. More details to follow

Final Exam (20%)

Questions for this final will come from the textbook, class discussions, and class presentations.

Attendance Policy

Since this is a three-hour course, if you miss one class, you're actually missing an entire week! If you know that you will be absent or late, contact me as soon as possible. Individual situations, with appropriate documentation, will be taken into account according to LSU PS-22 for excused absences and you will be allowed to make up the assignment you missed.

DO NOT EMAIL ME YOUR ASSIGNMENTS. YOUR ASSIGNMENT WILL DROP ONE LETTER POINT EACH WEEK IT IS LATE.

A word about cheating and plagiarism: DON'T DO IT. Please, if you have not done so, familiarize yourself with LSU's student handbook, which can be found at [http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Student+Handbook?OpenDocument](http://appl003.lsu.edu/slas/dos.nsf/$Content/Student+Handbook?OpenDocument)

Disability Services

This University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning, psychological hearing, sight and mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me or the Office of Disability Services, 112 Johnston Hall, so that such accommodations may be arranged.

If you have questions, concerns, or suggestions, please let me know immediately. If you prefer, you may contact me anonymously. Email is usually the fastest way to reach me.

Tentative Course Scheduled (Dates may change to accommodate the needs of the class)

	Date	Topic	Assignment Due
1	Aug. 25	What is YAL? Guest panel	
2	Sept. 1	The YA Reader	Cole, Chap 2
3	Sept. 8	Trends and issues in YAL	S-L assignment #1; Cole, Chap 3
4	Sept. 15	Realistic fiction	Cole, Chap 4
5	Sept. 22	Romance, humor, sports	S-L assignment #2; Cole, Chap 5
6	Sept. 29	Historical fiction	Cole, Chap 6
7	Oct. 6	Mysteries, thrillers, & horror	Cole, Chap 7; 1st five book responses due; Oral progress report on your service-learning project
8	Oct. 13	Fall Holiday	
9	Oct. 20	Science fiction and fantasy	Cole; Chap 8
10	Oct. 27	Short stories, poetry, drama	S-L assignment #3; Cole, Chap 9
11	Nov. 3	Non-fiction, auto/biographies	Cole, Chap 10
12	Nov. 10	Pop Culture, graphic novels	S-L assignment #4; Cole, Chap 11
13	Nov. 17	Guest Panel	Analysis/ Unit essay
14	Nov. 24	Thanksgiving Holiday	2nd five book responses due
15	Dec. 1		Turn in S-L hour log, Cole, Chap 12
16	Dec. 8	Final Exam 3:30-6:30	Final Exam

YAL 3223 Service-Learning Portfolio Rubric

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Log sheet and s-l contract	Student attended s-l site for at least ten hours.	Student attended s-l site for 9 hours.	Student attended s-l site for 8 hours.	Student attended site for 7 hours or less.
All assignments contained in portfolio	Portfolio contained all assessment pieces.	Portfolio missing one piece.	Portfolio missing two pieces.	Portfolio missing three or more pieces.
Informal midterm oral discussion	Shows exemplary signs of identifying and meeting client's needs and making and extending connections between course content and project.	Shows signs of identifying and meeting client's needs and making and extending connections between course content and project.	Shows some signs of meeting client's needs and making and connections between course content and project.	Shows little to no sign of meeting client's needs and making connections between course content and project.
Collaboration (you will assign a numerical grade for each one of your group members which will be used in this section)	This colleague contributed innovative ideas and went above and beyond in the partnership project.	This colleague contributed productive, original ideas and contributed to the partnership project.	This colleague contributed ideas and offered inconsistent help with the partnership project.	This colleague either did not contribute ideas or help with the partnership projects.
Writing quality (adopted from SW 7807 S-L rubric)	No mechanical, grammatical, spelling or typographical errors. Ideas are well-thought out and sophisticated. Includes reference section for all cited material.	Few mechanical, grammatical, spelling or typographical errors. Ideas are well-thought out or sophisticated. Includes reference section for all cited material.	Some mechanical, grammatical, spelling or typographical errors. Ideas are not fully formulated or complex. Includes reference section for most cited material.	Many mechanical, grammatical, spelling or typographical errors. Ideas lack refinement or sophisticated. Does not include a reference section for all cited material.