

## English 212 Adolescent Literature

**Instructor:** Dr. Stephen Brown

**Extended Course Description:** The field of Adolescent or Young Adult Literature is a dynamic one, reflecting a body of literature that is written specifically for youth. AY Literature examines the lives, challenges, and circumstances that young people encounter daily; however, most significantly, YA literature demonstrates the universality of themes to all ages and cultures. Additionally, it includes all of the elements that provide the fabric and richness of enduring works. Encompassing a range of literary genres from fantasy to contemporary realistic fiction and from biographies to poetry, the literature provides opportunities for connections between the reader and the text. It is those connections, the essential relevance of the works that give vitality to the field.

**Course Purpose:** This course is designed to explore literature written for and about young adults. The purpose of this course is to examine critically both traditional literary works and contemporary literature written especially for middle school and secondary students. The selection of materials and their place in the secondary curriculum will be explored. Transactional reader response theory will be presented as a significant approach to teaching literature in the schools.

**Course Objectives:**

The student will be able to:

- Discuss the various types of literature appropriate for use with young adults;
- Critically analyze key element and themes of the literature reflecting current literary theory;
- Demonstrate the ability to make appropriate decisions about selecting literature for use in the classroom.
- Apply reader response theory as a means to create transactions between the reader and the text;
- Demonstrate the ability to adapt meaningful literature instruction to address cultural diversity and exceptionality among students; and
- Promote strategies for developing questions to heighten understanding of literature.

**Course Schedule and Reading Assignments:**

Week of	
January	<b>26:</b> Chapters 1 and 2 Brown and Stephens
February	<b>2:</b> Adolescent Development; Chapter 3; <i>Rag and Bone Shop</i> <b>9:</b> Reading and Literature; Chapter 4; <i>The Absolutely True....</i> <b>16:</b> Literature Involvement; Chapter 5; <i>Hunger Games</i> <b>23:</b> Chapters 6 & 7; <i>Aftershock</i>
March	<b>2:</b> <i>Newes from the Dead</i> <b>9:</b> Midterm <b>16:</b> Spring Break <b>23:</b> <i>I am the Messenger Chapter 8</i> <b>30:</b> <i>Looking for Alaska Chapter 9</i>
April	<b>6:</b> Classroom Interaction; Chapter 10; <i>Rules of the Road</i> <b>13:</b> <i>Sold</i> ; Strategies Chapter 11 <b>20:</b> <i>Kaleidoscope Eyes</i> <b>27:</b> <i>Lemonade Mouth</i>
May	<b>4:</b> <i>Dope Sick</i> <b>11:</b> Exam

**Required Text:** *Teaching Young Adult Literature: Sharing the Connection*, Brown and Stephens

*The Absolutely True Diary of a Part-time Indian* by Sherman Alexie  
*Peeled* by Joan Bauer  
*Kaleidoscope Eyes* by Jen Bryant  
*Hunger Games* by Suzanne Collins  
*Rag and Bone Shop* by Robert Cormier  
*Aftershock* by Kelly Easton  
*Looking for Alaska* by John Green  
*Newes from the Dead* by Mary Hooper  
*I am the Wallpaper* by Mark Peter Hughes  
*Purple Heart* by Patricia McCormick  
*Dope Sick* by Walter Dean Myers  
*I am the Messenger* by Marcus Zusak

**Course Requirements:**

1. Attendance and participation	20%
2. Major paper/presentation/discussion guide	20%
3. Be a Critic paper & Book talk	15%
4. In-class writing, exams	45%

In addition to required and optional reading for the course, you will be expected to read additional Young Adult books to complete assignments. Guidelines will be provided for papers and assignments.

All deadlines must be met. Late work will be penalized 10% a day. If you have an excused absence on the day that an assignment is due, I will expect that you email the assignment to me. Class attendance is required. Additionally, I expect that you will be actively and positively involved in class discussion and activities. Significant tardiness or leaving prior to the end of class will also constitute an absence. After any absence, students must contact me in my office before the next meeting. I am the only person who can grant an excuse for class absence. Excused absences only mean that you will have the opportunity to make up work you missed. Makeup work will be allowed only in the case of excused absences.

Any case of plagiarism will result in action consistent with English Department policy and reported to the Department chair.

Your grade will be lowered for absences; three absences (excused or unexcused) will be grounds for either removal from the class roster or automatic failure in this course.

Turn off cell phones and pagers when entering class. Phones are to be secured out of sight. Text messaging is not permitted. Use of either during class time will result in a reduction of credit for participation.

Remedial work will be required for all students who do not consistently use Standard English.

**RIC Policies**

- Please note: Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with the Coordinator of Services for Students with Disabilities, Disability Related Services for Students office at Craig-Lee 127, 456-8061.
- Pursuant to the RIBGHE Rhode Island College does not discriminate based on race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.
- This classroom is a safe classroom for all students. Negative discrimination toward any one, through words or actions, will not be tolerated, based on but not limited to, race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.

- RIC's Academic Dishonesty Policy can be found in the Rhode Island College Handbook of Policies, Practices, and Regulations (Chapter 3: *Academic policies and procedures*, pp. 32-34, section 3.9.1), and will be followed in this class.