

## LIT-910 - The Young Adult Novel

### Independent Study Correspondence Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 5<sup>th</sup>–12<sup>th</sup> grade teachers

#### Course Description

This course offers teachers an opportunity to learn more about the young adult novel as a literary form, how to incorporate it into a traditional classic-based classroom, how to select appropriate, high-quality novels, and how to make the reading of young adult novels stimulating and relevant to students' lives. This course will help teachers find refreshing and practical ways to integrate quality young adult novels into their curricula, making literature more accessible and engaging for their students.

Designed for teachers of grades 5-12, this course asks participants to read sections of the text, to reflect on the concepts, and to use the text's resources to build and teach lessons that focus on young adult novels. By gaining exposure to the variety of resources available and by incorporating young adult fiction into their classrooms, participants in this course will discover that the young adult novel can invigorate their teaching, stimulate classroom discussion, and, most importantly, facilitate successful learning.

The Common Core State Standards for Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards have provided the guiding principles and philosophical basis for this course. Participants may be asked to make connections between course work and these standards or the standards of their own states.

**Note:** Required textbook must be acquired separately.

#### Required Texts and Course Materials

**Textbook:** Hayn, Judith, Jeffrey Kaplan, and Karina Clemmons, eds. *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher*. 2nd ed. Lanham, MD: Rowman and Littlefield, 2017.

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com/>

Because each participant is free to select young adult novels of his or her choice and because the books are readily available at bookstores and libraries, there are no novels included in the materials for this course.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 6-12) are listed here:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Student Learning Outcomes (SLOs) for This Course

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed in This Course*</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Identify characteristics of outstanding young adult novels by reading the text and supplementary resources.	CCSS 1-10; NBPTS Props 2 & 5	CE 6
2. Formulate a rationale for using young adult novels in the classroom	CCSS 7-10; NBPTS Props 1-5	CE 1, 2, 3
3. Describe how teaching the young adult novel can help meet state and/or national standards.	NBPTS Prop 5	CE 2, 5
4. Design lessons to use the young adult novel to approach contemporary issues	CCSS 7-10; NBPTS Props 1, 3, 4 & 5	CE 1, 2, 4, 6
5. Integrate the young adult novel into a classic-oriented classroom	NBPTS Props 1-5	CE 6
6. Analyze issues concerning censorship and formulate methods to deal appropriately with text controversies.	NBPTS Props 1-5	CE 5

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

### Topics, Assignments, and Activities

**Note:** Upon registration, students will receive more specific instructions concerning the assignments. Please consult these before beginning the coursework.

<b>Module</b>	<b>Module Assignments and Activities</b>	<b>Passing Score for Each Assignment</b>
<b>Module 1</b>	<ul style="list-style-type: none"> <li>Read Chapters 2, 3, and 8 in the text.</li> <li>Briefly describe your own experience with young adult literature in the classroom. How do the perspectives of these authors compare and/or contrast with your own? (250 wds)</li> </ul>	Pass
<b>Module 2</b>	<ul style="list-style-type: none"> <li>Read Chapters 15, 16, and 17 in the text.</li> <li>Write a short essay describing the challenges—and unique opportunities—of teaching literature in the “Digital Age.” (250 wds)</li> </ul>	Pass

Module	Module Assignments and Activities	Passing Score for Each Assignment
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Ask one of your classes to respond to the short answer questions on page 83.</li> <li>• Summarize your findings and share them with a colleague.</li> <li>• Report on your discussion, and identify any plans for addressing issues raised. (250 wds)</li> </ul>	Pass
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• The text includes chapters on a wide range of themes in young adult literature. Select and read three of these chapters, based on your own interest and the emphases appropriate for your curriculum. <ul style="list-style-type: none"> <li>○ Chapter 4: Environmentalism</li> <li>○ Chapter 6: Poverty</li> <li>○ Chapter 7: Sexuality and Gender</li> <li>○ Chapter 9: Civil Rights and Social Justice</li> <li>○ Chapter 10: Music</li> <li>○ Chapter 11: Activism, Service-Learning, and Social Awareness</li> <li>○ Chapter 12: Anti-Fat Bias</li> <li>○ Chapter 13: English Learners</li> <li>○ Chapter 14: Diversity</li> </ul> </li> <li>• Choose two of the themes researched in the first section and read the young adult novels referenced in the chapters. <ul style="list-style-type: none"> <li>○ Design a unit for teaching at least one young adult novel for each selected theme. Use the chapters you read for ideas and resources. Although your two (2) lesson plans should be specific and detailed, they need not be more than one or two pages.</li> </ul> </li> <li>• Teach <u>one</u> of your prepared units. As an evaluation of the experience, write a short reflection (200 wds total) responding to these questions: <ol style="list-style-type: none"> <li>a. How fully were your objectives met?</li> <li>b. How did students respond?</li> <li>c. How might you adjust the lesson or reinforce the concepts taught?</li> </ol> </li> </ul>	Pass

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.
B	80-89%	Very good	Adequately meets the criteria for all course/assignment requirements - demonstrates subject competency and very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## **Instructor/Student Contact Information**

While this is an Independent Study course, collaboration between student and instructor is encouraged throughout the course. Upon registration, the instructor will initiate conversation with a welcome e-mail. Within this e-mail, the instructor will provide an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction establishes a foundation for future interactions. At any point during the course, the instructor is available to provide feedback and support to students. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.