OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 168  Adolescent Literature  3 Units

Prerequisite: Satisfactory completion of ENGL 50 .
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Introduction to literature for adolescents (ages 9-16). Includes types of literature and forms drawn from a variety of ethnic and cultural sources, and ways to promote interest, themes, and criteria for choosing materials. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - C2
IGETC Category: IGETC - 3B

LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

I. COURSE CONTENT

1. Required Content:

   A. Related forms of adolescent literature, drawn from a variety of ethnic and cultural sources:
      1. Folktales, fables, and myth.
      2. Ballads and poems.
      3. Stories, novels, and plays.
      4. Non-fiction works.
   B. Major themes of literature for adolescents.
   C. Methods of helping young adults enjoy and understand literature:
      1. Relating literature to personal experience.
      2. Developing their listening skills through oral reading.
      3. Relating literature to analysis of self and others.
      4. Developing critical thinking.
      5. Relating literature to art, music, theatre, and dance.
      6. Developing their awareness of language.

II. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of ENGL 50 .

2. Advisories

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. Requisite Skills

   Before entering the course, the student will be able to:

   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign reading of texts and selections of adolescent literature and supplementary reading in criticism.

2. Lecture on literature for young adults and related topics.

3. Direct class discussions of adolescent literature.

4. Conduct oral in-class reading with follow-up discussions.

5. Conduct in-class role-playing and problem-solving.

6. Assign the writing of analytic essays to demonstrate comprehension, retention, and ability to apply ideas presented in lecture and reading.

7. Instruct the creation of a personal reading file or book list of adolescent literature.

8. Conduct and encourage the sharing of ideas and materials.

9. Present audio recordings, or films, or video presentations, or plays.

10. Assign journal, short story, and poetry writing.

11. Instruct and guide the completion of a media project or original response to a theme or work of adolescent literature using drama, painting, slides, music, clay work, or some other creative means.

12. Instruct and guide in the formulation of judgments (stated as theses in written exercises) about the recurrence of themes, ideas, and techniques in various works and authors of adolescent literature.

13. Instruct and guide the development of criteria in choosing literary selections for young adults.

14. Instruct and guide the collection and evaluation of appropriate titles for individualized book lists or reading files.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Students typically will be assigned
Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   1. The following typical out-of-class assignments demonstrates the appropriate level of critical thinking for this course:

      Write a two page response to The Outsiders on one of the following questions:

      a. Explain how expectations played a role in the lives of the Socs and the Greasers. How did external (the power of suggestion) and internal expectations influence each group’s actions in the novel?

      b. Explain why you believe each of the ‘main’ Greasers could be considered a hero. Include your own definition of hero in the essay, and be sure to explain how each boy, in his own way, meets your definition. Remember to support your ideas with examples from the novel.

   2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

      Please write one paragraph (eight sentences) on the following questions (text: The Outsiders):

      a. In your opinion, why are Greasers known as trouble-makers? Why do Socs not have the same bad reputation that Greasers do even though they do many of the same things?

      b. Even though Dally and Bob are from rival groups, they share important similarities and differences. Compare and contrast these two characters.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   Read and analyze works of adolescent literature (popular and classical literature and related critical works) in class discussions and write critically about assigned readings.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**

      *Upon satisfactory completion of this course, the student will be able to:*

      a. Identify the most common forms of literature for adolescents (ages 9-16).
b. Name major works and authors of adolescent literature.

c. Identify forms and works of adolescent literature from a variety of ethnic and cultural sources.

d. Summarize the major themes in literature for adolescents.

e. Describe how literature can affect the emotional and intellectual growth of young adults.

f. Examine slang and colloquial language in adolescent literature.

g. Read classic and popular works of adolescent literature and related critical works with comprehension.

h. Analyze works of adolescent literature in class discussion.

i. Exhibit an ability in oral reading.

j. Write analytically and critically about assigned reading.

k. Form and support judgments that distinguish between what is popular and what is lasting.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Formal testing (mid-term)

2. Evaluation of written analytic essays.


B. SUMMATIVE ASSESSMENT

1. Formal testing (final exam)

2. Oral presentation of projects

3. Evaluation of an annotated reading file or book list of adolescent literature