

**University of Arkansas – Fort Smith**  
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**General Syllabus**

**ENGL 3203 Young Adult Literature**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator’s Preparation Program (EPP)

Prerequisite or corequisites: ENGL 2113 Introduction to Literary and Cultural Studies; RHET 3203 Textual Research Methods; or consent of the director of English teacher licensure program

Effective Catalog: 2019-2020

**I. Course Information**

**A. Catalog Description**

Selection and evaluation of young adult literature based upon biological, sociocultural, psychological, and developmental characteristics, emphasizing gender-fair and multicultural resources. Analysis and synthesis of teaching methods for literature that reflect the attitudes and interests of young adults.

**B. Additional Information - None**

**II. Student Learning Outcomes**

**A. Subject Matter**

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

1. Content Knowledge

Demonstrate knowledge of English Language Arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

a. Demonstrate knowledge about texts – print and non-print texts, media texts, classic texts and contemporary texts, including young adult literature – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they will be able to use literary theories to interpret and critique a range of texts.

b. Teacher candidates will be able to demonstrate knowledge about how adolescents read texts and make meaning through interaction with media environments.

2. Content Pedagogy: Planning Literature and Reading Instruction in ELA  
Demonstrate an ability to plan instruction and design assessments for reading and the study of literature to promote learning for all students.
  - a. Use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts – across genres, periods, forms, authors, cultures, and various forms of media – and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
  - b. Teacher candidates will design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
  - c. Teacher candidates will plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies
  - d. Teacher candidates will design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
  - e. Teacher candidates will plan instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students’ comprehension and interpretation of print and non-print texts.
  - f. Teacher candidates will plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

## **B. University Learning Outcomes (ULOs)**

### **Analytical Skills**

**Critical Thinking Skills:** Students will use critical thinking skills to identify problems/issues and develop solutions/analysis. Students will analyze a variety of texts for their rhetorical and/or literary features, as well as analyze the rhetorical situation to which the texts they produce respond.

### **Communication Skills (written and oral)**

Students will communicate proficiently. Students will practice communication skills through discussions, presentations, and a variety of required written assignments.

### **Ethical Decision Making**

Students will model ethical decision-making processes. Students will practice critical response to the writing of others, responsible use of research materials and intellectual property, and the ethical use of persuasion.

### **Global & Cultural Perspectives**

Students will reflect upon cultural differences and their implications for interacting with people from cultures other than their own. Students will analyze the rhetorical situation, produce texts for a variety of audiences, and avoid the use of biased language.

## **III. Major Course Topics**

- A. Understanding young adults and their literature
  - 1. Identifying current reading (print and non-print texts – fiction and non-fiction), viewing, and listening interests of young adults and incorporate these findings into collection development and program planning
  - 2. Developing rationales for banned and/or censored texts
  - 3. Describing the historical development, current trends, and general characteristics of young adult literature
  - 4. Identifying the multiliteracies of young adult literature
  - 5. Applying critical judgments and theories to selecting literature and using critical approaches in working with young adult literature
  - 6. Applying knowledge about texts – print and non-print texts, media texts, classic texts and contemporary texts that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they will be able to use literary theories to interpret and critique a range of texts
- B. Pedagogy of teaching literacy
  - 1. Developing a philosophy for teaching literacy
  - 2. Researching current trends and issues in teaching literacy
  - 3. Developing a familiarity of state and national standards for literacy instruction
  - 4. Planning instruction and design assessments for reading and the study of literature to promote learning for all students that builds an understanding of texts and global cultures
  - 5. Applying knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts – across genres, periods, forms, authors, cultures, and various forms of media – and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure
- C. Integration of instructional technology
  - 1. Using digital portfolios
  - 2. Using Web 2.0 tools in the classroom
  - 3. Developing knowledge about how adolescents read texts and make meaning through interaction with media environments
- D. Major course assessments (and other assignments at instructor's discretion)
  - 1. Philosophy of teaching literacy
  - 2. Researched pedagogical/theory critical essay (10-15 pages)
  - 3. Conceptual unit (min. 3 lessons)