

**University of Arkansas – Fort Smith**  
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**Fort Smith, AR 72913-3469**  
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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; or ENGL 2013 Introduction to Global Literature; or English 2023 Introduction to American Literature; or consent of the director of English teacher licensure program

Effective Catalog: 2023-2024

**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

- a. Analyze and apply knowledge and theoretical perspectives about a variety of literary and informational texts – young adult, classic, contemporary, and multimedia – that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.
- b. Analyze and apply knowledge and theoretical perspectives of language and language acquisition, vocabulary, dialect, and the impact of languages on society as they relate to literacy.

2. Content Pedagogy: Planning for Instruction
  - a. Extend and apply knowledge of theories, research, and English Language Arts to plan coherent, relevant, standards-aligned, differentiated, anti-racist/anti-bias instruction and assessment.
  - b. Demonstrate and apply knowledge of contemporary technologies used to support literacy instruction.
  - c. Plan instruction related to the strategic use of literacy pedagogy to support and engage all learners.
  - d. Design a range of diverse assessments that respond to students' literacy learning.
  - e. Create a comprehensive instructional unit reflective of the elements of literacy, language, and vocabulary, that include theories, research, standards-alignment, anti-racist/anti-bias differentiated instruction and assessment.

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

### **Analytical Skills**

**Critical Thinking Skills:** Students will 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
  - a. Pedagogy of teaching multimodal texts and literature
    1. Developing a philosophy of reading and the teaching of reading
    2. Researching current trends and issues in teaching multimodal texts and literature
    3. Developing a familiarity of state and national standards for reading instruction
    4. Planning instruction and design assessments for reading and the study of multimodal texts and 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 aligned, anti-racist/anti-bias, differentiated, 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. 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 multimodal texts
    - c. 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)