

English 364: Adolescent Literature

Spring 2017

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Course Description

This course emphasizes the subject matter, materials, and methods of teaching and learning the various forms of literature suitable for middle grade and adolescent readers.

Textbooks

- Alifirenka, Caitlin and Martin Ganda. *I Will Always Write Back*. New York: Scholastic, 2015. Print.
(ISBN: 9780545934268)
- Babbit, Natalie. *Tuck Everlasting*. New York: Square Fish, 2007. Print.
(ISBN: 9780312369811)
- Chbosky, Stephen. *The Perks of Being a Wallflower*. New York: Pocket Books, 1999. Print.
(ISBN: 9780671027346)
- Jones, Diana W. *Howl's Moving Castle*. New York: Eos, 2008. Print.
(ISBN: 9780061478789)
- Lee, Harper. *To Kill a Mockingbird*. New York: Warner Books, 1982. Print.
(ISBN: 0446310786)
- Lowry, Lois. *The Giver*. New York: Laurel-Leaf, 2002. Print.
(ISBN: 9780440237686)

Course Objectives

By the end of this course, you will be able to:

- Recognize and appreciate creative literary works (Aesthetic Appreciation)
- Demonstrate the ability to evaluate, analyze and synthesize information in readings (Critical Thinking)
- Utilize appropriate style, vocabulary and standard English in discussions and texts (Oral and Written Communication)
- Articulate personal responsibilities and goals in relation to course work, use of MLA format, attitudes and actions towards classmates, faculty and staff (Social Responsibility and Citizenship)

Course Requirements

Throughout ENG 364 you will give two presentations: one on a theme and another on a text.

Presentations (1)

Presentations require you to choose a critical text for a lesson related to your theme or literary text, to provide a visual presentation given to the class (powerpoint, prezi, emaze), and to lead the class discussion (3 sample discussion questions should be sent to me no later than 24 hours before your scheduled presentation date).

Project/Lesson Plan (2)

Students will complete two lesson plans relevant to the students' teaching interests over a core text. Additional information will be provided on assignment sheet. Students may choose to complete a creative project related to a text that we read (mixtape, holiday cards, epistles, *Walden* exercise, etc.).

Final research paper

This 8-10 page paper should be related to an aspect of adolescent literature, include textual criticism and be appropriate to deliver at a conference of your choice (PCAS/ACAS <http://pcasacas.org/dir/>; KPA <http://thekpa.org>).

Evaluation

The final grade is composed of the following:

- Presentation (20%)
- Lesson plan 1 (20%)
- Lesson Plan 2 (25%)
- Final research paper (25%)

- Weekly meetings/discussion (10%)

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 65-69
F = below 64

Instructor will meet with students during office hours or by appointment to discuss students' writing and research.

Professor's Email Policy:

You should only use email as a tool to set up a one-on-one meeting with me if office hours conflict with your schedule. Use the subject line "Meeting request." Your message should include at least two times when you would like to meet and a brief description of the reason for the meeting (including missed classes). Emails sent for any other reason will not be considered or acknowledged. I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office. Our conversations should take place in person or over the phone rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere.

Statement on Plagiarism

Plagiarized work is unacceptable, unethical and fraudulent. It results in automatic failure of the course. It may also result in expulsion from the University.

Attendance Policy

Students are expected to attend every meeting of ENG 364. For illness, unavoidable personal emergencies and participation in university-sponsored events, the equivalent of two weeks of class (6 sessions in MWF classes; 4 sessions in TTh classes) may be missed without penalty. Work missed during an unapproved absence may **not** be made up. A total of eight absences results in automatic withdrawal from the course.

University Information

The Writing Center and Learning Commons, both located in the Badgett Academic Support Center, provide tutors and general support for reading, writing, research, and learning on all topics. Consult the CU webpage for Learning Commons and Writing Center hours as well as posted announcements. Ask for tutoring in any subject with which you need help. Students may also use the Center and Commons in self-guided learning, utilizing the study rooms, computers and video cameras.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator: Terry VanMeter, 1 University DR, UPO Box 944, Admin Office 8A, 270-789-5016, twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Course Outline ENG 364

Each unit of study in this course will be a mixture of lecture, workshop, conference, peer-reading, class discussion and exercises. Students are expected to participate fully in class activities. The grade for each unit will be based on all elements of the course with emphasis on student writing.

The day a reading is listed is the day it is **due** for discussion.

This schedule is subject to change at instructor's discretion.

- Jan.** Introduction; general discussion of YA lit; **course goals paragraph**
"Harry Potter and the Susceptible Child Audience," *Perks of Being a Wallflower* (part 1)
Discussion on masculinity, emotion & mental illness; *Perks of Being a Wallflower* (parts 2 & 3)
- Feb.** Discussion on learning outcomes, disabilities & interventions; *Perks of Being a Wallflower* (part 4 & epilogue)
The Giver; Discussions on: Loneliness and persecution, Memory and loss, Retribution and control, Change
Tuck Everlasting; Discussions on: Hope and life, Vagrancy, Freedom
- Mar.** *I Will Always Write Back*; Discussions on cultural issues in the classroom
Mid-term lesson plan due by spring break
- Apr.** *Howl's Moving Castle*; Discussions on cross-cultural relationships
To Kill a Mockingbird; Discussions on race, justice
- May** Wrap-up discussions on teaching, learning styles, learning outcomes, future research
Final research paper is due on the last day of the semester