



LIT-132: ADOLESCENT LITERATURE

Also listed as: ED-132 / ED-132H / LIT-132H

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

LIT - Literature

Course Number

132

Course Title

Adolescent Literature

Short Title

Adolescent Literature

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ED-132

C-ID (Admin Only)

CB 00

CCC000421752

Course Title

Adolescent Literature

Honors / Non-honors

ED-132H

C-ID (Admin Only)

CB 00

CCC000456202

Course Title

Honors Adolescent Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

**CB 00**

CCC000600762

Course Title

Honors Adolescent Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area**Approved Third Cal-GETC Area****Catalog Description**

This course is a survey of works of literature written for and about adolescents. Students will read, analyze, and evaluate a diversity of works of poetry and prose and will explore the various genres and issues relevant to adolescent reading. Texts will be analyzed from a variety of psychological, moral, literary, and other developmental perspectives.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ENGL-C1000 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1501.00 - English

CIP Code

23.1405 - Children's and Adolescent Literature.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information**Check GE Types Requested**

AA/AS C - Humanities

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-3B

Learning Objectives**Learning Objectives****Learning Objective**

1. Consider what characterizes adolescent literature, in contrast to both adult and children's literature, and examine how adolescent literature has become a genre in its own right.
2. Examine how early works of literature serve as a foundation for contemporary adolescent literature and how adolescent literature continues to evolve to meet the needs of contemporary adolescents.

3. Examine theoretical approaches to literature (issues of gender, class, race, sexuality and differences in ability in works of literature) and compare how different texts treat similar issues, especially over time.
4. Examine controversial content of adolescent texts, appropriateness of text and subject matter for adolescents as well as the censorship of texts and analyze how controversial content of specific texts presents adolescents with opportunities to determine their own values and stand on complicated moral and ethical issues.
5. Investigate a basic understanding of adolescents' social, moral, emotional, and identity developmental processes to consider how a knowledge of these theories assists in understanding the actions and choices of adolescent characters in literature as well as how an adolescent reader's development relates to his/her experience of and with literature and select literature appropriate to meet the developmental needs of an adolescent or group of adolescents.
6. Identify and evaluate the various genres and sub-genres of adolescent literature.
7. Write critical, thesis-based essays on literary elements, developmental theories, or an evaluation of narratives, themes, and the handling of them in selected works.
8. Interpret individual works and compare and contrast various works of literature, dealing with similar themes or problems, in order to appraise the strengths and weaknesses in each work with regard to such elements as style or language use, plot construction, character development, setting, point of view, theme, tone and genre as well as critical approaches and developmental theories.
9. Examine how adolescent literature reflects social justice concerns related to race, class, culture, gender, sexuality, and ability

Honors Objectives

1. Analyze several adolescent novels or select and apply materials that are of a high quality and developmentally appropriate for an adolescent audience.
2. Produce a literary analysis based on additional reading or a literature component to curriculum or thematic unit for a middle- or high-school setting.
3. Assess adolescent literature using knowledge of the genre and the theories and literary concepts discussed in class and advanced through additional reading.
4. Demonstrate significant, original insight into the genre and its value as literature and/or effective usage with adolescents.
5. Engage with more complex and controversial issues and texts in this genre
6. Research scholarly analysis of adolescent literature as well as contextual research as applicable to student's topic and integrate into original insight into the texts studied
7. Assess research with respect to adolescent literature or cultural, historical, social, psychological, or literary concept found in a specific text

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will appreciate the beauty and relevance of literary works.
2. Students will use evidence in support of an independent analysis.
3. Students will empathize with diverse points of view in a text.

Program Learning Outcomes

Learning Outcome

1. Students will present a clear, reasoned, well supported, clearly organized argument, demonstrating college-level writing skills.
2. Students will recognize writing as a process of developing, drafting, revising, and editing.
3. Students will conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.
4. Students will analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well reasoned arguments.
5. Students will demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
6. Students will analyze a variety of literary genres in their social, cultural and historical context.
7. Students will evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Definition of adolescent literature
 - a. Compared to children's literature
 - b. Compared to adult literature
 - c. Characteristics of YA (adolescent) literature
2. Introduction to history of adolescent literature and its relation to children's literature
 - a. Early adolescent literature like *The Outsiders* by S.E. Hinton
 - b. Novels not written for adolescents specifically but now deemed YA like Louisa May Alcott's *Little Women*
 - c. How adolescent literature has "come of age"
3. Elements of Fiction as relevant to texts: plot, character, point of view, setting, theme, style
4. Elements of poetry as relevant to texts: meaning, figurative language, imagery, sound devices, rhythm, form
5. Novel genres and criteria, including sub-genres such as romance, mystery, sports stories and graphic novels as related to texts assigned
 - a. Realistic fiction
 - i. Sub-genres as applicable: romance, sports stories, mystery
 - ii. Example texts such as Jason Reynolds and Brandon Kiely *All American Boys* OR Angela Johnson *The First Part Last* OR films like *Bend It Like Beckham* or *Moxie*
 - b. Historical fiction
 - i. Example texts such as Eric Gansworth *If I Ever Get Out of Here* OR Malinda Lo *Last Night at the Telegraph Club*
 - c. Science fiction, fantasy, and dystopia
 - i. Example texts such as China Mieville *Un Lun Dun* OR Neal Shusterman *Unwind* OR Tehlor Kay Mejia *We Set the Dark on Fire* OR Tomi Adeyemi *Children of Blood and Bone*
 - d. Graphic novels, including visual analysis of texts
 - i. Example texts such as Alice Oseman *Heartstopper* OR Marjane Satrapi *Persepolis* OR Kiku Hughes *Displacement*
 - e. Verse novels
 - i. Example texts such as Elizabeth Acevedo *Poet X* OR Karen Hesse *Out of the Dust* OR Jacqueline Woodson *Brown Girl Dreaming* OR David Levithan *Realm of Possibility*
 - f. Films
 - i. Example texts such as *Dead Poets Society* OR *Easy A* OR *The Half of It* OR *Lady Bird* OR *Love, Simon*
6. Theoretical approaches related to the following:
 - a. Gender
 - b. Class/Socio-economic Status
 - c. Race/ethnicity/culture
 - d. Queer theories
 - e. Psychology
 - f. Archetypes
7. Narrative theory and its impact on adolescents and adolescent literature, such as the following:
 - a. Point of view, including shifting point of view and multiple narrators
 - b. Focalization
 - c. Iser's "gaps"

- d. Bakhtin's dialogic
- e. Intertextual allusions and connections
- 8. Theories of YA literature, such as the following
 - a. Rudine Sims Bishop's windows, mirrors, sliding glass doors
 - b. abjection, such as used by Karen Coates
 - c. LGBTQ
 - d. Theories of power, such as Roberta Seeliger Trites
 - e. Theories of social justice and diverse representation
- 9. Issues of controversy, including sex, violence, language, LGBTQIA, book banning and censorship
- 10. Adolescent development and needs
 - a. Social development, including theories such as those of Erik Erikson
 - b. Moral developmental, including theories such as those of Lawrence Kohlberg, Albert Bandura, and Sharon Stringer
 - c. Psychological development, including theories such as those of James Marcia
 - d. Cognitive development, including theories such as those of Jean Piaget, Robert Havighurst, David Elkind
 - e. Identity, including theories such as Carol Gilligan and Harry Stack Sullivan
 - f. Representation, including theories related to race, culture, gender, sexuality, and gender identity
- 11. Common themes of adolescent literature and how they differ across novels and time
 - a. Family and identity
 - b. School/community and identity
 - c. Culture and society
 - d. Bildungsroman
 - e. Bodies
 - f. Gender
 - g. Sexuality
 - h. Gender identity
 - i. Sexual assault, violence, and trauma
 - j. Social justice
- 12. Adolescent literature versus classic "adult" literature

Honors Content

The topics to be covered in the honors component are identical to those covered in LIT 132/ED 132; however, in the LIT/ED 132 Honors course, students will select topics and primary texts to cover in addition to those assigned for the course and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness.

- 1. More in-depth analysis of adolescent literature, including application of critical approaches and other theories discussed in class to additional reading
- 2. Scholarly research of adolescent literature or concepts related to adolescent literature, including more complex and possibly controversial issues of the genre
- 3. Finding and incorporating scholarly research -- particularly literary, psychological, social, cultural, historical research as it applies to the focus of their study
- 4. Writing more complex literary analysis papers demonstrating original analysis on at least some texts read in the general class. Some possible topics include the following:
 - a. Extended research into a particular genre such as gothic or dystopia
 - b. Controversial adolescent literature
 - c. Application and analysis of concepts learned in class to literature (tough guise, structural violence, identity politics, generations of diverse literature, Bakhtin's double-voiced discourse, queer readings of texts, etc.)
 - d. Application and analysis of adolescent theories to literature (such as Roberta Seelinger Trites, Kenneth Kidd, etc.)
 - e. Impact of adolescent development on particular texts (such as Harry Stack Sullivan, Erik Erikson, Carol Gilligan, James Marcia, etc.)
 - f. Social justice and adolescents/adolescent literature
 - g. Role of intersectionality in adolescent literature of diversity

Methods of Instruction

Method

Discussion

Integration

Class discussion and group activities allowing students to apply knowledge of elements, genre, adolescent development and themes and literary and theoretical approaches to specific works of literature

DE Adaptations for MOI

Student discussions of assigned readings may be achieved in the CMS through discussion boards or small group chats that meet accessibility requirements

Method

Lecture

Integration

Lecture introducing students to adolescent literature (and its difference from children's and adult literature), to its history, to the various genres; to literary elements of fiction and poetry, especially as they apply to specific works; to theoretical approaches; to developmental needs; to issues of controversy; to common themes; to application in classroom

DE Adaptations for MOI

Lecture will be provided in the CMS through accessible videos either created by instructor or curated by instructor. Some information may be provided through accessible CMS content pages

Method

Group Projects

Integration

Group projects in which students collaborate to allow students to demonstrate an understanding of adolescent literature and an ability to apply the concepts studied in class to specific works of literature (e.g., how the knowledge of adolescent development assists in determining whether texts are appropriate; how issues of class, gender, race, and differences in ability can be applied to specific works of literature; how the author's use of point of view or style or structure, etc. affects the theme of the text as well as an adolescent's reaction to the text)

DE Adaptations for MOI

Students can collaborate via the CMS (collaborations or small group discussions) and may present the findings to the entire class through a discussion board or for the instructor to assess. All projects will meet accessibility requirements.

Method

Projects

Integration

Student presentations of projects or individual texts demonstrating an understanding of adolescent literature and an ability to apply the concepts studied in class – e.g., students might be assigned to analyze a book different from one the class is reading and explain how the literary elements, adolescent development, and/or issues of race, class, gender, etc can be applied to the text; students might also be asked to read a critical article on a novel the class is reading and present the ideas to the class to further class discussion; students might be asked to read a graphic novel from a list and present a visual analysis to the class

DE Adaptations for MOI

Students can present projects to the class as a whole via a discussion board in CMS or to the instructor for assessment. All projects will meet accessibility requirements.

Additional Methods of Instruction for Honors

Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of the concepts and theories introduced in the regular course. These discussions can also discuss how to conduct literary analysis through the MSJC databases and how to integrate research into their own original analysis. The small

group meetings may also be used to discuss students' progress on their projects, to share struggles and successes with analysis and research, or to do peer editing of drafts. Small group meetings should occur several times throughout the semester.

Individual meetings with the instructor will enable students to discuss their interpretations of the literature they are reading and to discuss possible avenues for extended research or for further reading.

Honors students may be asked to present their findings from their honors projects (reading and research) to their peers or to the larger class in order to facilitate the development of their presentation and communication skills and to encourage participation in the Honors conference.

Team journal or discussion boards may also be used so students can engage in more in-depth discussion of assigned reading for the regular section or for Honors students only. Students may be asked to discuss ideas learned in regular section in more depth or may be asked to apply other theories (literary or psychological).

Methods of Evaluation

Method

Papers

Integration

At least one analytic essay that relies on a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s). Topics might include comparing a contemporary novel to a novel written before 1908 on a similar issue or theme, considering how adolescent literature and attitudes toward adolescents have affected the way issues are presented; analyzing an adolescent novel with respect to its literary quality – how the author utilizes character, point of view, setting, plot, and style to demonstrate the specific theme; analyzing a controversial adolescent novel to determine whether the book's discussion of the controversial topic is appropriate to the developmental needs of an adolescent; analyzing how authors employ social justice concepts in a way appropriate to an adolescent reader

DE Adaptations for MOE

Papers will be submitted through the CMS and evaluated by the instructor using rubrics that assess organization, focus, development, support, and mechanic. Students' ability to write college-level papers that sustain a thesis-driven argument will be evaluated according to the course standards. Feedback will be provided through the CMS tools, ensuring that it meets accessibility requirements and is provided to the student in a timely manner

Method

Exams/Tests

Integration

Exams which allow students to demonstrate their ability to synthesize materials read and discussed in class and to apply the knowledge learned to specific works of literature (e.g., how the knowledge of adolescent development assists in determining whether texts are appropriate; how the knowledge of issues of class, gender, race, and differences in ability can be applied to specific works of literature; how the author's use of point of view or style or structure, etc affects the theme of the text as well as an adolescent's reaction to the text, or how different texts compare in their depiction of class or gender or theme); exams will be evaluated by students' knowledge of texts assigned and concepts discussed in class as well as an ability to apply the concepts with insight

DE Adaptations for MOE

Exams will be given through the CMS system. Instructors can provide feedback through rubrics and/or through summative and margin comments in the CMS. Feedback will be provided through the CMS tools so that it meets accessibility requirements and is provided to the student in a timely manner

Method

Group Projects

Integration

Panel discussions of trends and concerns with respect to adolescent literature to demonstrate students' ability to read critical and scholarly articles on adolescent literature and apply theories from articles to specific works of literature (e.g., how gang behavior has

been depicted in novels since the 19780s; how authors deal with complex psychological issues such as mental illness when writing for an adolescent audience; how a particular film fits within the topic of "school and identity" and demonstrates concepts related to that topic discussed in class); group projects will be evaluated based on the groups' understanding of and ability to apply with insight concepts discussed in class to specific details of adolescent literature.

DE Adaptations for MOE

Group projects can be coordinated through collaborations or small groups in the CMS and presented to the larger class on a discussion board. These projects will be assessed on similar skills with an emphasis on the content. Feedback on the projects may be given to students individually or to the group as a whole and should meet accessibility requirements and be provided to the student(s) in a timely manner

Method

Homework

Integration

A reading journal can be done individually or in small groups for recording reactions to texts evaluated with respect to students' ability to analyze literary elements within texts and to apply the knowledge of adolescent development, needs, and concerns as well as criteria of genres to texts – students may be given specific prompts (e.g., how does Laurie Halse Andersen's novel *Speak* utilize point of view to depict the protagonist's inability to cope with her rape?) or more general prompts (using a Marxist or feminist approach, analyze Virginia Euwer Wolff's *True Believer*; in what ways is Walter Dean Myers' *Monster* different from S.E. Hinton's *The Outsiders*?) . These small-stakes assignments will be evaluated on students' attempts to apply concepts with a recognition of their developing understanding of theories of adolescent literature.

DE Adaptations for MOE

If done individually, the student will upload their reading journal to the CMS for feedback from the instructor. The student posts may instead be done via a small group discussion board in the CMS or a collaborative document where students can engage with each other as they respond to texts. Feedback will be provided through the CMS tools so that it meets accessibility requirements and is provided to the student in a timely manner

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors supplemental assignments (including, but not limited to, participation in out-of-class discussions/meetings, essays and research, and any other projects assigned).

The papers and projects will be assessed according to standards for LIT/ED 132 students in organization, content/organization and style/mechanics. In addition, honors students will be evaluated on the depth of their analysis and insight, the application of theories and techniques covered in the regular class and any supplemental instruction (based on individual topics), the types and utilization of outside sources, and the effectiveness of communication, displayed through diction and syntax. Paper must be a thesis-driven argument that goes beyond the presentation of established ideas and represents some original insights.

Oral presentations will be assessed based on students' ability to understand the assigned reading material and present the major ideas to the regular students.

If a written portion of the presentation is required, it will be assessed based on students' ability to understand the assigned reading material and present the major ideas in written form without plagiarism.

Journals and discussion boards will be assessed on students' regular and constructive participation, demonstrating an understanding of the literature on which the prompts are based and an ability to apply the concepts learned in the regular section as well as any additional Honors instruction.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read an adolescent novel written in the last 10 years and analyze it using the tools we have studied this semester, including the following: (1) how the author utilizes plot, setting, character, style, point of view, and genre to emphasize a particular theme (specify what the theme is); (2) analyze issues of race, gender, class, and difference in ability, as appropriate in the novel, and (3) apply at least three theories we have learned this semester to your novel (e.g., Rudine Sims Bishop's windows/mirrors/sliding glass doors, Bakhtin's double-voiced discourse, Marcia's theories on identity, issues of social justice or controversy, moral theories and adolescents, etc.). Papers will be a thesis-driven argument using textual evidence as support and evaluated for organization, focus/argument, development, support, mechanics, and application of concepts learned in class about adolescent literature.

How assignment will be adapted in online format

Paper will be uploaded to CMS. Instructors will assess the papers using a rubric for organization, focus/argument, development, support, mechanics, and application of concepts learned in class about adolescent literature. Feedback will be provided in an accessible format and in a timely fashion

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read *Poet X* by Elizabeth Acevedo and be prepared to discuss it in class from the following perspectives: (1) as a verse novel, (2) from within the lens of "family and identity," (3) as a Latinx text, (4) as it reflects interpretive strategies (feminist, cultural, reader response, queer, etc.), and (5) as it reflects narrative strategies (Iser, Bakhtin) and/or cognitive adolescent theories (Piaget, Elkind). Students will be evaluated based on their participation in the discussion with a demonstration of having completed the reading and of being able to apply the concepts we are learning in the class while engaging with the text and with their peers' ideas.

How assignment will be adapted in online format

Students will read the novel on their own, but the discussion will be done in a discussion board via CMS or perhaps in a small group discussion which may or may not be shared to the class as a whole. Discussion will be assessed on students' ability to engage with the text and with their peers, using details from the text and concepts from the class. Feedback will be provided in a timely manner via the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate in a role-playing assignment in which you argue whether *All American Boys* by Jason Reynolds and Brendan Kiely should or should not be banned from a school library based on your assigned role of one of the following: (1) teacher who wants to teach the class, (2) African American student, (3) student who has family members in law enforcement, (4) school librarian, (5) parent of an African American student, (6) parent of a white student, (7) student who is in favor of keeping the book, (8) student who wants to ban the book, (9) community member, (10) school board member, (11) school principal, (12) parent who wants to ban the book, (13) parent who wants to keep the book. Because this is a formative assignment, the evaluation will be more informal, but students would be expected to participate in the activity, use specifics from the novel in playing their role, and apply other concepts as learned in class.

How assignment will be adapted in online format

This assignment could be modified to be presented in a discussion board on the CMS. Because this is a formative assignment, the evaluation will be more informal, but students would be expected to participate in the activity, use specifics from the novel in playing their role, and apply other concepts as learned in class. Feedback will be provided in an accessible format and given in a timely manner.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

So often, music plays an important role within adolescent literature. J. Wilhelm in *Engaging Readers and Writers With Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas With Guiding Questions* discusses the way text-to-self, text-to-music, and movie-to-music connections really enhance the way students engage with texts.

To that end, for each of the sections we will be covering (Identity and Family, Identity with School and Peers, Identity in Society and Culture), you will contribute to the Collaboration document in Canvas one song (title and artist) that you see connecting to a character or the events in the book along with several sentences explaining why you see the song reflecting what happens in the novel. Do not choose songs that are specifically mentioned in the novel.

Your grade on this assignment will reflect the extent to which the song you have chosen reflects the theme or character or conflict of the novel you connect it to and your ability to justify your choice using specifics from the text.

How assignment will be adapted in online format

This assignment could be shifted to a discussion board in the CMS or to a document which students could collaborate on. Students' grade on this assignment will reflect the extent to which the song they have chosen reflects the theme or character or conflict of the novel they connect it to and their ability to justify their choice using specifics from the text. Feedback will be provided in the discussion board, collaboration document, or via the gradebook and will be provided in a timely manner

Honors Assignments**Assignment**

Students will complete all regular course requirements for LIT/ED 132 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete the assignment under area A (from one of the options A1-A3 below) and one of the options under area B (from one of the options B1-B4). No more than two of the optional assignments may be assigned.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic reading and research to create papers that emphasize close reading of adolescent literature with some research to support the narrowed topic of the student's choice.

Assignment

A. Students will read adolescent novels beyond those required for the regular class or final paper and complete an in-depth analytic or pedagogical project, based on students' interest and in consultation with the instructor based on the options A1-A4 below. All options will include a paper of at least 2,000 words with an argument that is original, thesis-driven, and supported by evidence from

the novel(s) read and extend beyond the presentation of established ideas. All options will also include scholarly, academic research as indicated on the option.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research about adolescent literature to consider important concerns of the genre

Justify how the assignment reflects the Engagement Core Value

Students will be required to engage with adolescent texts and exhibit creativity, innovation, and/or risk taking in their analysis and research and possibly challenge standard readings of their chosen texts.

Justify how the assignment reflects the Inclusivity Core Value

Many of the options will require or allow for students to read literature or provide research that emphasizes inclusivity and diversity based on authors, texts, and/or topics. Instructor will encourage all students to select a diverse range of texts for their chosen reading list.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students will exhibit creativity, innovation, and/or risk taking in their analysis and research and possibly challenge standard readings of their chosen texts.

Assignment

A1. Choose a particular focus of adolescent literature (e.g. sports novels, multicultural literature, LGBTQ literature, dystopic literature, classics, etc.) and read two or three adolescent texts related to the focus (at least two must be texts not studied in the class as a whole) and write a 2,000-word analytical essay making an original argument about the focus. Essay must include two scholarly academic sources.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes in-depth, close reading of several adolescent books with respect to a particular theme. Some academic research will be required to support the rigor of close reading

Justify how the assignment reflects the Engagement Core Value

Students will be required to engage with adolescent texts and concepts we have been learning about adolescent literature,

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students will exhibit creativity, innovation, and/or risk taking in their analysis and research and possibly challenge standard readings of their chosen texts or incorporate theories or concepts beyond those included in the regular course.

Assignment

A2. Read a scholarly book about adolescent literature (from a list provided) and apply the writer's argument to two or three adolescent texts (at least two must be texts not studied in the class as a whole or mentioned specifically in the scholarly book) in a paper of 2,000 words.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous scholarly work as the student will read a scholarly book and apply the ideas to adolescent novels (some of which are required additional reading).

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students will be extending a scholarly argument put forth in a book-length text to novels of their own choosing; this will require risk-taking as well as the ability to contribute to the scholarly discussion of adolescent literature

Assignment

A3. Choose a literary approach to adolescent literature (psychoanalytic, feminist, multicultural, mythological, etc.) and read three or four adolescent texts (at least two must be texts not studied in the class as a whole). Write a 2,000-word analytical essay applying the literary approach to the texts and making an original argument about the focus. Essay must include two scholarly sources.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes close reading of multiple texts in line with what upper division literature students do. Some research is required to support the students' analysis and ground it in scholarship or research relevant to the narrowed topic of the student's choice

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Applying literary approaches to literature entails innovation and may, depending on the approaches selected (which will be encouraged) challenge standard readings of texts

Assignment

B. In addition to completing a more advanced literary analysis of adolescent texts not studied in the regular class, Honors students will be required to complete one of the additional, smaller projects (identified as B1 - B4)

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Many of the smaller projects will not include original research by the students but will ask them to engage with the literature at a higher level of rigor and will model the skills needed for the larger project.

Justify how the assignment reflects the Engagement Core Value

The smaller projects for the class will encourage engagement with adolescent literature beyond what the regular class is completing.

Assignment

B1. Read a scholarly, critical article based on one of the novels we are reading as a class and present the article to the class as a way of stimulating class discussion. A written summary of the article will also be required.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment allows the student to engage in the kind of scholarship that is important in the field and will allow the student to present the ideas to their peers

Justify how the assignment reflects the Engagement Core Value

This activity will provide an opportunity for the student to engage with students in the regular section to demonstrate the kind of advanced work that Honors students get to participate in

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Articles chosen will often represent a reading of the core text in a way that will challenge students' initial readings; Honors students in presenting the ideas will need to engage with those academic articles and consider alternate ways of reading the texts

Assignment

B2. Create an infographic that provides either background/contextual information relevant to a novel assigned to a class or information from scholarly research on a novel assigned to the class and present the information to the students in the regular class on the day the novel will be discussed. For example, a student could present an infographic on the history of Indian Boarding Schools for discussion of Eric Gansworth's *If I Ever Get Out of Here* or an infographic on queer readings of Robert Cormier's *The Chocolate War*.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment allows Honors students to engage in further, scholarly analysis of the readings assigned to the regular class

Justify how the assignment reflects the Inclusivity Core Value

Researching or providing background information on ideas that students may not be familiar with will enhance the inclusivity of all students in engaging with the ideas in the assigned texts

Assignment

B3. The Honors students will meet to discuss a scholarly, critical article about a novel that is assigned to the class. The small group discussions will allow students to become familiar with literary research as well as guide them in finding and supporting more advanced readings of the novels. Students will also be encouraged to engage in a conversation with critical ideas based on their own reading of the text.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes work beyond what the regular student would be expected to do, and it also serves as a model for writing about literature and finding original insights on the literature

Justify how the assignment reflects the Engagement Core Value

Honors students will engage with each other and with different readings of texts – whether their own or the published articles they are discussing.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Scholarly articles would be ones that challenge standard readings of texts which would encourage students to push their own critical insights, creativity, and innovation

Assignment

B4. Honors students will present the ideas from their Honors project to the class as a whole either in a slide show or infographic or some other method agreed upon with the instructor along with an oral presentation. This assignment would model the kind of presentation students might do at HTCC.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Because the presentation would be based on students' Honors paper (even if it is not completed), it would represent the kind of rigor and research of their Honors paper. The presentation would need to include insights beyond plot summary and in some way go beyond the presentation of established ideas.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The presentation will give students an opportunity to be creative in presenting their ideas to the class.

Course Materials**Textbooks**

Hilton, Mary, and Nikolajeva, Maria (2016). Contemporary Adolescent Literature and Culture Routledge. ISBN: 1138250457

The Silence that Binds Us - Joanna Ho (2023) ISBN 978-0063059351

Fresh Ink: A We Need Diverse Books Anthology by Lamar Giles

Other Resources

Adolescent novels, stories, poems and films as assigned

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion will be infused throughout the course through the texts and topics assigned. Texts should represent diverse cultural, racial, gender, sexual, and historic perspectives as well as a range of genres. #ownvoices texts (written by someone from the diverse perspective of the text) will be emphasized as well as the way that diverse texts reflect the diverse adolescent audience. Discussions of representation, controversial literature, and social justice as found in adolescent literature will engage students with the diversity found in contemporary adolescent literature

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

A range of types of literature (graphic novels, verse novels, films, short stories, etc.) will help readers of a variety of interests and abilities engage more with the texts included. Group discussions and collaborations will allow students to work with their peers and benefit from different perspectives on what they read. A variety of assessments, including group collaboration presentations rather than just exams and papers, will allow students to demonstrate their skills in a variety of ways.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will interact with their peers in discussions of the literature, both in-person and online. Allowing students to see a variety of perspective on the literature will help them understand the variety of responses that adolescents might have to topics that may be unfamiliar or familiar, including books about impact and pressure of peers, sexual assault, family conflicts, adolescent life in other countries or other time periods, becoming an ally for LGBTQ adolescents, etc.

Explain how the course will incorporate instructor-to-student interaction.

Instructor will provide content on adolescent literature, theories, and development as well as how to conduct close readings of texts and visual elements of graphic novels. Content can be provided through lecture (in person or online) or through podcasts and other accessible videos to provide foundational concepts that will enhance students' understandings of and engagement with the literature. Instructor will also provide feedback to students as they apply what they are learning to specific texts so that they can develop and enhance their ability to analyze adolescent literature. This will be done in both in-person and online modalities.

Explain how the course will incorporate student-to-content interaction.

Much of the student-to-content interaction will come through reading a variety of adolescent texts, including films. Students will apply concepts of literary and psychological theories, among others, to the various pieces of literature through both summative and formative assignments, whether in person or via CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will have an opportunity to reflect on their understanding of adolescent literature and their ability to analyze it so that the instructor can provide continuing instruction on strengthening their ability to apply concepts to new texts. During the course unit wrappers will allow students to consider which concepts they are understanding or struggling with so that the instructor can help students engage more productively with the literature. Students will explore their responses to the various texts to get a better sense of styles, topics, genres, and formats that they appreciate.

Key: 2010