



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: Engl 4250

Course and Section #: 4250-001

Course Title: Adolescent Literature

Credits: 3

Course Description

Engages secondary education majors and other interested students in the study of literature written explicitly for adolescent readers. Explores attitudes towards adolescence as a distinctive psychological, social and moral state using contemporary and time-honored works from various cultures. Particular attention paid to contemporary adolescent issues, history of young adult literature, value instruction, and the role of young adult literature in the literacy development process.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Mandy Luszeck, Dr. Luszeck

Student Learning Outcomes

1. Explain key assumptions, concepts, and theoretical issues associated with the literature of adolescence.
 2. Articulate conceptions of adolescence as a distinctive psychological, social, and moral state.
 3. Examine contributions by writers of adolescent works to literary and cultural history.
 4. Analyze critical arguments pertaining to adolescent literature.
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Course Materials and Texts

- *The Labors of Hercules Beal* by Gary D. Schmidt
- *Long Way Down* by Jason Reynolds
- *All Thirteen* by Christina Soontornvat
- *The Magic Fish* by Trung Le Nguyen
- *I Must Betray You* by Ruta Sepetys
- *Other selected articles provided through Canvas*

Course Requirements

Course Assignments, Assessments, and Grading Policy

→Weekly Assignments (Readings, discussion posts, Lit Circles, Book Talk): 50%

- **Readings:** You will have academic/ scholarly articles discussing the issues or genres of current focus via Canvas. These articles must be read before class. You must bring an annotated copy of the article with you to class so that you are prepared to participate in the class discussion. After each course reading you must come to class with a question and comment. Various accountability checks will occasionally take place.
- **Discussion Posts:** Every week you will be asked to complete a Reader’s Journal over your novel reading that week. These journals may be completed in various formats.
- **Literature Circles:** Throughout the semester we will be reading five class novels. You will participate in two literature circles for each novel. At the end of each novel you will turn in evidence of having completed your Literature Circle roles.
- **Book Talk:** Every class period we will give a brief “book talk” about a novel we’ve read and want to recommend to our peers. You must complete at least one of these. This is just a short 5 minute presentation providing a summary of the book, your thoughts on it, and why you wanted to recommend it to others. You must bring the book with you to pass around during class.
- **Critical Literacy Bridge Article:** What YA work acts as a bridge to a classic/ canonical text?
- **Group Presentations:** A few times throughout the semester you will be given time in class to prepare a group presentation that you will then present to the class.
- **Others:** Additional various assignments supplementing the topic of focus in class. These will not be labor intensive and time will be provided in class.

→Good Reads Project/ Virtual Bookshelf: 30%

No major papers or large writing assignments are given in this class as my focus is for you to read and absorb as much as you can in the world of YAL. This assignment is an opportunity for you to track and log the young adult literature that you will read over the course of the semester. You will articulate the literary merit and compose a brief summary and critique of the YA books you have read from a pedagogical, writer, or readership lens.

→Final Reading Quest Project: 10%

At the end of the course, you will explore five books from your independent reading and then analyze your personal reading growth from different lenses as well as the text with a focus on course topics. This will be shared with peers in a final discussion format.

→Attendance and participation: 10%

Required or Recommended Reading Assignments

All required readings are listed and align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Introduction to the Course, Adolescent Literature, Youth Lens, RRT, and Reader Identity	
Week 1	Intro to Course
	<ul style="list-style-type: none">○ Readings Due: Read Bookriot article (review) AND Moral Choices: Building a Bridge between YA Literature and LifeBook Talk--Make assignments on syllabusDiscuss Moral Choices ArticleReview and setup Lit Circles“YAL and the Adolescent Mind”“The Hallmarks of Young Adult Literature”
Week 2	<ul style="list-style-type: none">○ Readings Due: Pop Culture and Young Adult Literature through the Youth Lens by Carlin Borsheim-BlackBook TalkDiscuss Youth LensYouth Lens activity

	<p>“The Hallmarks of Young Adult Literature” cont.</p> <ul style="list-style-type: none"> □ Readings Due: Reader Response Theory and the English Curriculum by Robert Probst AND Hercules Beal first half (Chpt 1-8) □ Work Due: Literature Circle role <p>Book Talk Article Quick Talk Reader Response Theory "How I Read and Why" John Green Hercules Beal Literature Circle #1 Due by Sunday @ 11:59pm on Canvas: Week 2 Discussion Board</p>
Module 2: History of YAL, YA Classics, Identity and Acceptance, Awards	
Week 3	<ul style="list-style-type: none"> □ Readings Due: How ‘Young Adult’ Fiction Blossomed With Teenage Culture in America AND From Insider to Outsider <p>Book Talk YAL and Quality Readings/ stages of appreciation History of YAL Part 1</p>
	<ul style="list-style-type: none"> □ Readings Due: Complete Hercules Beal AND Classics Create an Aliterate Society <p>Book Talk Hercules Beal Circle #2 Canon vs. YAL Articles-- Classics discussion History of YA continued</p>
Week 4	<ul style="list-style-type: none"> □ Readings Due: Stargirls, Stray Dogs, Freaks, and Nails <p>Book Talk History of YAL Part 2 Identity and Acceptance in YA</p>
	<ul style="list-style-type: none"> □ Readings Due: Evaluating and Selecting Young Adult Literature by Katerine T. Bucher and VaaKonia Hinton AND Recognizing Rising Stars Article <p>Book Talk YA Book Awards</p>
Module 3: Diversity, Representation, & Cultural Authenticity Genre: Contemporary Realistic Fiction	
Week 5	<ul style="list-style-type: none"> □ Readings Due: Are Teen Novels Dark and Depraved —or Saving Lives? AND Why the Best Kids Books are Written in Blood OR Why We shouldn’t Shield Children from Darkness <p>Book Talk Article Discuss The New Realism Representation Adichie Ted Talk</p>
	<ul style="list-style-type: none"> □ Readings Due: First half of Long Way Down (p. 156) □ Video Due: Adichie Ted Talk (finish) <p>Book Talk Long Way Down Lit Circle #1 New Realism cont. Diversity, representation, and cultural authenticity</p>
Week 6	<ul style="list-style-type: none"> □ Readings Due: Mirrors, Windows, and Sliding Glass Doors AND Building Bridges <p>Book Talk Representation in YAL</p>
	<p>Book Talk Long Way Down, The Rules We Live By-- Group Assignment</p>
Module 4: Reading Motivation/ Appreciation Genre: Nonfiction and Quest	
Week 7	<ul style="list-style-type: none"> □ Readings Due: Nonfiction & Biography by Kathy Short et al. <p>Book Talk Long Way Down Lit Circle #2 Rules We Live By Nonfiction</p>
	<ul style="list-style-type: none"> □ Readings Due: First half of All Thirteen <p>All Thirteen Lit Circle #1 Nonfiction continued-- Biography and Memoir</p>
Week 8	<ul style="list-style-type: none"> □ Readings Due: Stages of Appreciation and Reading Engagement
	<ul style="list-style-type: none"> □ Readings Due: Complete All Thirteen <p>Book Talk All Thirteen Lit Circle #2 Motivation Romance/ Quest stories</p>
Module 5: Critical Reading Genre: Speculative Fiction Format: Alternate and Multimodal Novels	

Week 9	<ul style="list-style-type: none"> □ Readings Due: Fantasy and Science Fiction by Short et al. AND Critical Reading & Conversations Set (Muhammad and Vetter's NCTE blog). Book Talk Article Discuss Fantasy in YAL
	<ul style="list-style-type: none"> □ Readings Due: Multimodal Texts AND first half of The Magic Fish Book Talk The Magic Fish Lit Circle #1 Graphic novels/ Verse/ Alternate formats in YAL
Week 10	NO CLASS, SPRING BREAK
Week 11	<ul style="list-style-type: none"> □ Readings Due: Familiar Aliens: Science Fiction as Social Commentary OR Understanding the Appeal of Dystopian Young Adult Fiction AND On the History (and Future) of YA and Speculative Fiction by Black Women Book Talk Speculative/ Science Fiction/ Dystopian in YAL
	<ul style="list-style-type: none"> □ Readings Due: Second half of The Magic Fish AND Critical Reading & Conversations Set (Muhammad and Vetter's NCTE blog). Book Talk The Magic Fish Lit Circle #2 Critical Reading/ Agitation Literature-Critical Literacy Bridge
Module 6: Text Complexity, YA Literary Merit Genre: Historical Fiction Format: Verse	
Week 12	<ul style="list-style-type: none"> □ Readings Due: Historical Fiction by Kathy G. Short et al. Book Talk Historical Fiction Discuss final Project
	<ul style="list-style-type: none"> □ Readings Due: Sepetys, Historical Fiction: The Silent Soldier (begins p. 79) AND I Must Betray You first half (end @ chapter 44) Book Talk IMBY Lit Circle #1 Mystery and Adventure in YAL
Week 13	<ul style="list-style-type: none"> □ Readings Due: Knowing Readers and Knowing Books Book Talk Text complexity vs literary merit
	<ul style="list-style-type: none"> □ Readings Due: I Must Betray You Second half Book Talk IMBY Lit Circle #2 YA in verse
Module 7: Challenged Works Genre: Health, Gender	
Week 14	<ul style="list-style-type: none"> □ Readings Due: Konigsberg Open Letter □ Audio Due: When Schools Ban Books by 1A □ Video Due: History of Book Bans Book Talk Article Discussion Censorship in YAL The missing Literature Circle Book-- Group Work. Due Week 15
	<ul style="list-style-type: none"> □ Readings Due: The Rise in Book Bans, Explained by Angela Haupt □ Audio Due: When Book Bans Came to Small Town New Jersey by The Daily Book Talk Censorship Case Studies
Week 15	<ul style="list-style-type: none"> □ Work Due: Missing Lit Circle Book Group Presentations Book Talk The missing Literature Circle Book-- Group Presentations Final Project work
	<ul style="list-style-type: none"> Book Talk Disability in YA
Week 16	Final Project Presentation

Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your

assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.