



## ENGL 2253, Adolescent Literature Fall 2018

**Instructor:** Tarius M. Roberts, M.A.  
**Section # and CRN:** P01/ 11266  
**Office Location:** Hilliard 001  
**Office Phone:** 936-261-3712  
**Email Address:** tmroberts@pvamu.edu  
**Office Hours:** T: 11:00-12:20; 3:30-5:00 R: 11:00-12:20; 3:30-5:00; F: 2:00-5:00

**Mode of Instruction:** [Face to Face]

**Course Location:** JJPY 341

**Class Days & Times:** TR: 2:00-3:20

**Catalog Description:** Credit 3 semester hours. This course provides a theoretical base for analyzing the content and structure of popular and classical adolescent literature. It emphasizes content, imaginative structures, cultural issues, and the influence of various adolescent texts on other literary forms and on literary history.

**Prerequisites:** ENGL 1133

**Required Texts:** *Monster* (Walter Dean Myers, 1999),  
*The Women of Sugar Hill* (Montayj, 2014)  
*Rite of Passage* (Richard Wright, 1994, a posthumous novel)  
*The Color Purple* (Alice Walker, 1982)  
*Unspoken Words From a Daddyless Daughter: A Diary of a Broken Dream*  
(Jamaya Walker, 2018)  
Other required readings will include articles and/or theories accessible online to accompany each novel

**Course Requirements & Evaluation Methods:** This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Quiz/Exam – written assignment designed to measure knowledge of course materials. Essay – written assignment designed to measure knowledge of course materials. Discussion Leading – oral examination of a topic or theme that demonstrates knowledge of course materials, building toward group teaching project. Book Report—Individual presentation aimed at acquainting you and your peers to a variety of young adult literature appropriate for the classroom and enhancing your ability to select such texts. Group Teaching Project—oral and written presentation demonstrating ability to plan and execute instruction for teaching a text to a young adult audience.

### Student Learning Outcomes:

At the end of this course, the student will: 1. Describe the historical and cultural development of adolescent literature as a genre (English PLO 4; Core Social Responsibility) 2. Identify and discuss literary elements in adolescent literature (English PLO 1, 2, 3 and 5; Core Communication & Critical Thinking) 3. Apply basic critical theory to the content and structure of adolescent literature (English PLO 1, 2 and 3; Core

Communication & Critical Thinking) 4. Examine media’s influence on adolescent literature and its influence on media (English PLO 2; Core Social Responsibility) 5. Critically examine individually and in groups the themes and concerns in adolescent literature such as censorship, racism, sexism, discourse styles, violence, social hierarchies, cultural bias (English PLO 3; Core Critical Thinking & Social Responsibility) 6. Students will incorporate integrated strategies for teaching ELA to diverse populations in accordance with TEA and NCTE guidelines. (English PLO 6; Core Personal Responsibility)

	Upon successful completion of this course, students will be able to: <b>[NOTE: BEGIN each outcome with a VERB]:</b>	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	1. Describe the historical and cultural development of adolescent literature as a genre	English PLO 4	Core Social Responsibility
2	2. Identify and discuss literary elements in adolescent literature	English PLO 1, 2, 3 and 5	Core Communication & Critical Thinking
3	3. Apply basic critical theory to the content and structure of adolescent literature	English PLO 1, 2 and 3	Core Communication & Critical Thinking
4	4. Examine media’s influence on adolescent literature and its influence on media	English PLO 2	Core Social Responsibility
5	5. Critically examine individually and in groups the themes and concerns in adolescent literature such as censorship, racism, sexism, discourse styles, violence, social hierarchies, cultural bias	English PLO 3	Core Critical Thinking & Social Responsibility
6	6. Students will incorporate integrated strategies for teaching ELA to diverse populations in accordance with TEA and NCTE guidelines.		Core Personal Responsibility

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Book Report (Oral/Written Components)	15%	150 points
2) Essay (1200-1500 words)	15%	150 points
3) Discussion Leading (Oral & Written Literary Analysis Components)	10%	100 points
4) Group Teaching Presentation (Oral, Written & Visual Components)	25%	250 points
5) Daily Work & Participation (homework, in-class writing, quizzes, etc.)	15%	150 points
6) Midterm Exam (In-Class/Take Home) Student Product	10%	100 points
7) [Final Exam (In-Class/Take Home) Student Product	10%	100 points
<b>Total:</b>	<b>100%</b>	<b>1000 points</b>

### Grading Criteria and Conversion:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

\* A grade of "C" or higher is required for this class to count towards an English major or minor. Grades will not be bumped up so do not ask. A 79.6 is a C; an 80 is a B, no exceptions.

### Detailed Description of Major Assignments: Assignment Title or Grade Requirement

### Description

1) Book Report (Oral/Written Components) 15%

2) Essay (1200-1500 words) 15%

3) Group Teaching Presentation (Oral, Written & Visual Components) 25%

4) Daily Work & Participation (homework, in-class writing, quizzes, etc.) 15%

## **Course Procedures or Additional Instructor Policies**

### **Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Cell Phones:** I Will Not Take Up Your Cell Phones. After the first week students will be docked 5 points per day on quizzes and/or writing assignments for continuous and disruptive use of cell phones in class. Furthermore, 4 points will be taken daily from your participation grade.

**Readings:** Failure to read assigned works by students will result in a pop quiz.

**Group Assignments:** Students will have the option to kick members out of their groups for failure to participate. If kicked out of group you will be given the opportunity to do a supplemental assignment for half credit. During group presentations students must be in class on time. After presentations start no one will be permitted to enter. Completing assignments on eCourses but failing to attend class will not result in a passing grade. (All assignments will not be on eCourses).

### **Essay Submission & Format:**

All essays will be in MLA format and turned in via Turnitin link posted on eCourses, with proper use of secondary sources.

**Late Work:** Late work will not be accepted, period. If you have a prior engagement then you need to do assigned work before you leave. **No emailed copies of assignments will be accepted.**

## Semester Calendar

<b>Week One:</b>	Introduction
<b>Topic Description</b>	
Readings:	T – Introduce Syllabus, assign sections from Children’s Rights, Subaltern Theory R - Assign first reading, <i>Monster</i>
Assignment (s):	T – Children’s Rights R – weekend reading <i>Monster</i> (pp 7-98)
<b>Week Two:</b>	<i>Monster</i>
<b>Topic Description</b>	
Readings:	T – <i>Monster pp. 7-98</i> R – <i>Monster pp. 99-200</i>
Assignment (s):	T - Discussion Leader _____ Book Report _____  R - Discussion Leader _____ Book Report _____
<b>Week Three:</b>	<i>Monster</i>
<b>Topic Description</b>	
Readings:	T - <i>Monster, pp. 201-281</i> R – Overview
Assignment (s):	T – Discussion Leader _____ Book Report _____  R- <i>Monster Worksheet</i> _____
<b>Week Four:</b>	<i>Presentation Workshop</i>
<b>Topic Description</b>	
Readings:	T – <i>no assigned readings</i> R – <i>no assigned readings</i>
Assignment (s):	T – Presentation Workshop _____ R – Presentations over Scene from <i>Monster</i> _____
<b>Week Five:</b>	<i>Rite of Passage</i>
<b>Topic Description</b>	
Readings:	T – <i>Rite of Passage, Part 1</i> R – <i>Rite of Passage, Part 2</i>
Assignment (s):	T - Discussion Leader _____ Book Report _____

R – Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_

**Week Six:**  
Topic **Description**  
Readings:

*Rite of Passage*  
T – *Group Assignment*  
R – *Group Assignment*

Assignment (s):

T - Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_  
  
R - Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_

**Week Seven:**  
Topic **Description**  
Readings:

*Adolescent Narrative Essay Workshop*  
T – Research, Secondary sources  
R – Research, Secondary sources

Assignment (s):

T – Begin writing in class  
R – Continue in class writing, overview of mass incarceration,

**Week Eight:**  
Topic **Description**  
Readings:

**MIDTERMS**  
T – Midterm in class  
R – Continue midterm in class

Assignment (s):

T - midterm  
R - midterm

**Week Nine:**  
Topic **Description**  
Readings:

*The Women of Sugar Hill*  
T – *The Women of Sugar Hill (sections 1 and 2)*  
R - *The Women of Sugar Hill (sections 3 and 4)*

Assignment (s):

T -- Adolescent Theory discussion, Rape Culture discussion  
R – *The Women of Sugar Hill Worksheet* \_\_\_\_\_

**Week Ten:**  
Topic **Description**  
Readings:

*The Color Purple*  
T – *The Color Purple*  
R – *The Color Purple*

Assignment (s):

T- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_  
  
R- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_

**Week Eleven:**

*The Color Purple*

**Topic Description**

Readings: T – *The Color Purple*  
R – *The Color Purple*

Assignment (s): T- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_  
R- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_

**Week Twelve:**

*Unspoken Words From a Daddyless Daughter*

**Topic Description**

Readings: T – *Unspoken Words From a Daddyless Daughter*  
R – *Unspoken Words From a Daddyless Daughter*

Assignment (s): T- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_  
R- Discussion Leader \_\_\_\_\_  
Book Report \_\_\_\_\_

**DUE: Literary Analysis Essay due by Sunday 11:00 PM**

**Week Thirteen:**

*Teaching Presentations*

**Topic Description**

Readings: T – Teaching Presentations  
R – Teaching Presentations

Assignment (s): T - Teaching Presentations  
R - Teaching Presentations

**Week Fourteen:**

GROUP WORK

**Topic Description**

Readings: T – no assigned readings  
R – no assigned readings

Assignment (s): T – Literary Worksheet  
R – Literary Worksheet

**Week Fifteen:**

**FINALS**

**Topic Description**

Readings: T - Student Conference/ Final is take home

Assignment (s): T – Final  
DUE: Friday 12/5 11:00 PM

**End-of-Term Schedule:** Tuesday (12/4) is the last day of classes and the last day to withdraw from the university. The final exam period extends from Wednesday (12/5) to the following Tuesday (12/11). Final grades for graduating seniors will be posted in PantherTracks by Tuesday, 12/13 (commencement is Saturday, 12/15). Final grades for all other students will be posted in PantherTracks by Tuesday, 12/18.

## Student Support and Success

### Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

## University Rules and Procedures

### Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

### Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. **Your fifth unexcused absence, and each one beyond that, will result in a 3-point deduction from your final grade.** Each faculty member will include the University's attendance policy in each course syllabus. Ten or more absences during the semester is an automatic "F".

**NOTE: A 2 point deduction will be taken from your attendance/participation grade for excessive use of cell phones, sleeping, or disrespect each class period it is a distraction.**

### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.



**Here is an itemized list of additional rules and protocol:**

1. Excuses about missed work will be considered moot.
2. There will Be ABSOLUTELY NO MAKEUP other than the four days allotted after due date.
3. I DO NOT accept emailed papers; they will be instantly deleted and a zero placed in the grade book.
4. Never slide a paper under my office door; it will be trashed and a zero placed in gradebook.
5. If you are having trouble with eCourses you need to let me and distance learning know asap, not after the assignment closes.
6. Students should try to find the time to come to my office personally during the semester, especially if they are having problems.
7. Your attendance is kept through weekly forums that are time sensitive.
8. My office is Hilliard 001; my office phone is 936-261-3719.
9. All extra credit, if any is given, will go in at the end of the semester.
10. When you email me, put your class, such as ENGL1123-Z01, ENGL1123-Z02, ENGL1133-P10, or ENGL1133-P19, whichever one you are in. Make sure your emails follow email etiquette.
11. Only send emails through your PV account; I will not respond to personal emails unless otherwise instructed.
12. REMINDER: If I do not respond to your email within 24 hours, resend it, it may have gotten lost or overlooked. I get a plethora of emails daily from students.
13. Accept responsibility for your own actions (missed assignments, failure to complete forums, turning in essays at the deadline and link closing, etc.).
14. Some assignments and dates may change; students will be notified via email and eCourses.
15. Both books are mandatory and necessary to success in this class.