

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-119-156

ENG 2801 – Adolescent Literature (GE Area C3)

General Education Committee

Date: 06/29/2016

Executive Committee
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016
First Reading

09/28/2016
Second Reading

BACKGROUND:

The name of this course under the quarter systems is ENG 326 – Adolescent Literature (4 units) and it does not have GE status under the quarter system. It will be offered as a 3-unit Lecture/Recitation course under the semester system.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C3.

RECOMMENDATION:

The GE Committee recommends approval of GE-119-156, ENG 2801 – Adolescent Literature, for GE Area C3.

ENG - 2801 - Adolescent Literature

C. Course - New General Education* Updated

General Catalog Information

Department* English and Foreign Languages

Semester Subject Area* ENG

Semester Catalog Number* 2801

Quarter Subject Area ENG

Quarter Catalog Number 326

Course Title* Adolescent Literature

Units* (3)

C/S Classification* C-04 (Lecture/Recitation)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component* Lecture

Instruction Mode* Asynchronous Local

Face-to-Face

Fully Asynchronous

Fully Synchronous

Hybrid w/ Asynchronous Component

Hybrid w/Synchronous Component

Synchronous Local

Web-Assisted

Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	no
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	no
Choose appropriate type (s) of course(s)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	C3

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description

Selected readings in literature for the adolescent, including young adult fiction, classics, and ethnic literatures; discussion of developmental issues both topical (such as friendship, peer groups, cyber-violence, sexuality and fantasy) and literary (such as point of view, focalization, thematic structures).

II. Required Coursework and Background

Prerequisite(s)

ENG 1101, 1103, or equivalent.

Corequisite(s)

**Pre or Corequisite
(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

Distinguish significant meanings and formal features of adolescent literature. Recognize and analyze a variety of literary texts including fiction, poetry, and drama. Apply literary and rhetorical theory judiciously and productively in interpreting texts. Analyze and engage texts from nontraditional, non-mainstream sources.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

This course will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the significance of literature in the interpretation of culture (2b, 3a). Students will better understand the implication of creative writings and communicative customs and traditions of particular cultures—especially, in this case, as those cultures imagine 'adolescence.' (4b) Instruction in this course will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. (2b, 3a) Students analyze, discuss and write essays and responses regarding various themes and topics in adolescent literature. (1a)

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

1a. Student will learn writing through the constitutive elements of all rhetorical situations (exigency, audience, purpose, genre, style) and the usage (punctuation, 'voice,' conventions of mechanics and documentation) appropriate to those situations.

2b. Students read salient texts from various literary traditions (e.g. American, British, European, Latin American, East Asian).

3a. Students encounter the socio-historical, socio-political, philosophical, and religious contexts for the production of literature. Students demonstrate greater appreciation for and empathy toward cultural diversity.

4b. Students demonstrate an appreciation of the richness of distinct voices encoded within literature, and gain respect for the dignity of the human spirit. Students will develop knowledge of particular cultural contributions or practices typical of the target culture that may form the basis for life-long intellectual/cultural pursuits.

General Education Outcomes*

Ia. Write effectively for various audiences

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books, 2009.

Crutcher, Chris. *Athletic Shorts: Six Short Stories*. Greenwillow, 2002.

Graff, Gerald, and James Phelan (eds.). *Adventures of Huckleberry Finn: A Case Study in Critical Controversy*. Boston and New York: Bedford Books of St. Martin's Press, 1995.

Grossman, Lev. *The Magicians*. Plume, 2010.

Lee, Harper. *To Kill a Mockingbird* (any edition).

Miller, Arthur. *The Crucible* (any edition).

Meyers, Walter Dean. *What They Found: Love on 145th Street*. Wendy Lamb Books, 2009.

Shepard, Jim. *Project X*. Vintage, 2005.

Williams-Garcia, Rita. *Jumped*. HarperCollins, 2009.

Yang, Gene Luen. *American Born Chinese*. Square Fish, 2008.

Hill, Craig, ed. *The Critical Merits of Young Adult Literature: Coming of Age*. Routledge, 2014.

Koss, Melanie Debra. *A Literary Analysis of Young Adult Novels with Multiple Narrative Perspectives Using a Sociocultural Lens*. U of Illinois P, 2008.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum Student
Material***

Required texts, notebook, writing implement, word processor, printer, and internet access.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College
Facilities***

Smart classroom with projector and DVD capabilities. Blackboard/whiteboard.
Large lecture hall.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

(1) Cognitive, Emotional, and Physical Development (2) Identity and Conflict (3) Bullying and Violence (4) Cyber-violence (5) Love, Sex, and Fantasy (6) What Fantasy Does (7) Family and Faith (8) Friends, Peer Groups, and

Neighborhoods (9) The Onset of Mental Illness in Late Adolescence (10) Class Conflict

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

Lecture. Discussion. Workshops. Online Blogs. Discussion Boards. Group presentations.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

Students' performance will be evaluated using various assessment instruments: essay examinations, short papers, reading journals, reading quizzes, in-class assignments, and oral presentations. Examinations will test the students' understanding of fundamental developmental issues, topical concerns, and literary techniques. Journals and short papers will be designed to help students extend and elaborate what was discussed in class, applying theory to practical contexts and then further speculating from practical contexts to normative change. Classroom presentations will help students pitch a pedagogical plan to a skeptical audience in a convincing and professional manner.

Describe the meaningful writing assignments to be included.*

Instructors provide written feedback on short-answer and essays on exams to evaluate student understanding of and reflection on course material. Instructors provide written feedback on take-home exams with a writing component to ask students reflect on and explore course concepts and their relationship to one another. Instructors provide written feedback on online discussion board posts/blogs that prompt students to analyze the course material both individually and in collaboration with peers. Instructors provide written feedback on short written assignments—journal responses, reflections, commentaries, reviews, and others—which prompt students to organize their thoughts, comprehend course material, evaluate connections across course materials, encourage self-assessment, and foster a comfort with the course content. Instructors provide written feedback on short essays, which train students to make a claim, support an argument effectively, and draw connections and conclusion across the course material. Instructors provide feedback on in-class writing assessments—including regular quizzes, narrative responses, free-writes, 'minute papers,' reflections, and other formats—to prompt students to organize their thoughts, comprehend and synthesize course material, evaluate connections across course materials, encourage self-assessment 'on the spot,' and foster a comfort with the act of writing. Instructors provide written feedback on collaborative class projects, where individual students are responsible for a particular written component. This term-long project fosters students' peer-to-peer connections, synthesis of course material, facilitation of critical thinking, and the generation of new knowledge. Instructors provide written feedback on word and sentence-level correction of short essays in the target language. These compositions prompt students to reflect on features of the target culture, as well as practicing specific points under study such as grammar, vocabulary, and register appropriateness issues.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Critical Reading: Introduce, Practice. (quizzes, journals)

Writing: Introduce, Practice. (quizzes, journals, essays, collaborative class project)

Oral Presentation: Introduce, Practice. (multi-cultural differences in traditions and ways of thinking)

Linguistic Understanding:

Foreign Language:

Research:

Literary Traditions: Introduce. (quizzes, journals, short essays, oral presentation)

Multicultural Perspectives: Introduce, Practice. (see 'oral presentation')

Effective Teaching: Introduce. (see 'oral presentation' and collaborative project)

Learning Literacy:

Language Analysis:

Linguistic Theory:

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Assessment 1a: Effective writing will be assessed via (1) term-long responses to weekly writing assignments.

Assessment 2b: Issues regarding explanation of major works' significance to society will be assessed via reading quizzes and essay examinations.

Assessment 3a: Because the readings directly embody issues involving the role of diverse cultures in shaping core institutions and practices, they will be routinely assessed via reading quizzes, journal entries, short papers, oral presentations, and essay exams.

Assessment 4b: Oral presentations and interactive exchange will be used to assess cultural and intellectual growth within contexts animated by different cultural traditions and ways of knowing.

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.