I. **TITLE:** Research in Young Adult Literature

II. **CATALOG DESCRIPTION** An in-depth study of chosen areas of young adult literature with emphasis on electronic and print sources by and about authors, genres and issues, which may include a field experience where students explore the pedagogical implications of their study.

III. **PURPOSE** The purposes of this course are to provide students with opportunities for extensive readings in the various genres of young adult literature; readings and discussion of research informing the reading and teaching of young adult literature; and thorough and extensive research into a chosen area of young adult literature.

IV. **COURSE OBJECTIVES**
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content.

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course through the use of reflective journals and a reflective component in the collaborative unit. The COE emphasis on constructivism is emphasized when discussing criteria for the evaluation of children’s literature. The COE dispositions are informally assessed during class activities.

The Theme of Diversity is explored in the course through the examination of multicultural literature. The Theme of Literacy/Reading is stressed throughout every course activity as students discuss evaluation criteria. The Theme of Leadership appears in the assignment to write a professional paper suitable for submission to a professional journal on a topic related to children’s literature.

Technology is a central issue that is integrated throughout the course. The Code of Ethics is discussed in connection with the issue of censorship and book challenges.

Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS) and the NCATE/ALA Program Standards (ALA) addressed by that objective.
Upon successful completion of this class, students will:

A. Understand the benefits of young adult literature and develop their own criteria for evaluating young adult literature. (ETS II) (ALA 1, 2, 4)
B. Have an in-depth understanding of a particular issue in young adult literature. (ETS II) (ALA 1, 2, 4)
C. Have an in-depth knowledge of a particular genre or other subdivision of young adult literature. (ETS II) (ALA 1, 2, 4)
D. Write a professional paper suitable for submission to a professional journal on a topic related to young adult literature. (ETS I) (ALA 1, 2)
E. Understand the elements of literature. (ETS II) (ALA 1, 4)
F. Be familiar with the different genres in young adult literature and criteria for evaluating books in each genre. (ETS II)
G. Be able to evaluate selections of young adult literature in accordance with a set of established criteria. (ETS II) (ALA 1, 4)
H. Identify strategies for using literature in the classroom. (ETS III) (ALA 1, 2)
I. Be familiar with a variety of reading strategies. (ETS II) (ALA 1, 2)
J. Be able to use technology in the study or teaching of young adult literature. (ETS III) (ALA 1, 4)
K. Be able to work collaboratively, display team membership skills, and analyze their collaborative experiences to improve future collaborations. (ETS VIII) (ALA 3)
L. Be able to reflect upon their reading habits, evaluate their teaching of literature, and identify a plan for future growth and improvement. (ETS VII, IX) (ALA 2)

V. **CONTENT OUTLINE**
A. Who or What is a Young Adult?
B. What is Young Adult Literature
C. Graphic Novels
D. Teen Read Week: Books for Active Teens
E. YA Books for Girls
F. YA Books for Boys
G. Multicultural Reading for Young Adults

VI. **INSTRUCTIONAL ACTIVITIES**
Because active involvement through speaking, writing, and interaction with ideas brings about in-depth learning, students will participate in diverse activities.

A. Students will actively participate in class and Blackboard discussions and activities.
B. Students will reflect upon what they have learned through reflective writing activities
C. Students will write a professional-quality position paper.
D. Students will read and discuss young adult books.
E. Students will develop a literature unit to use in their classrooms.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES
NONE

VIII. RESOURCES
A. Waterfield Library (MSU): children’s books, journals, books on children’s literature
B. Internet: students may access the Internet from Kentucky public libraries, extended site labs, home, or the student lab in Alexander Hall on the MSU campus.

IX. GRADING PROCEDURES
A. Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Blackboard Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation Criteria</td>
<td>15</td>
</tr>
<tr>
<td>Multicultural Young Adult Literature</td>
<td>25</td>
</tr>
<tr>
<td>Teen Read Week Project</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>15</td>
</tr>
</tbody>
</table>

Total: 100 points

See Blackboard for more details on each assignment.

B. Grading Scale

Grades will be awarded for performance in accordance with this scale.

93-100% = A  86-92% = B  79-85% = C  72-78% = D  0-71% = F

X. ATTENDANCE POLICY: This course adheres to the policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY: This course adheres to the policy published in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES
Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways by Darwin L. Henderson and Jill P. May
MyLabSchool Edition
ISBN: 0-205-46461-0
Additional possible readings:

XIII. **PREREQUISITE**

None.

XIV. **XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.