CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

PROGRAM AREA

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative using underline for deletions and CAPITALS for additions including prerequisites/corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

ENGL 477 Adolescent Literature (3)
3 hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 and one upper-division literature course
An inquiry into adolescent literature. A survey of adolescent literature in which students analyze narrative and expository texts. Questions raised may include: What purpose does literature serve in the cultural milieu of a community? What cultural patterns, symbols, mythologies and traditions are included? Focus will be on critical reading for single subject matter preparation. Specific works studied will be representative of several genres, cultures, and periods of literature.

A SURVEY OF YOUNG ADULT LITERATURE IN WHICH STUDENTS ANALYZE YOUNG ADULT LITERATURE TAUGHT AT THE SECONDARY LEVEL (GRADES 6-12). WORKS STUDIED ARE SELECTED FOR THEIR DIVERSITY OF SUBJECT MATTER, GENRE, CULTURAL FOCUS, AND GRADE LEVEL. STUDENTS WILL ENGAGE IN LITERARY DISCUSSIONS OF THE WORKS, ANALYZE THEM IN RELATION TO THE GENRE, AND CONSIDER IMPLICATIONS FOR ADOLESCENTS IN SCHOOL AND THE LARGER SOCIETY.

2. Mode of instruction

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<tr>
<th>Existing</th>
<th>Proposed</th>
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<tr>
<td>Lecture</td>
<td>3</td>
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<tr>
<td>Hours per Unit</td>
<td>1</td>
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<tr>
<td>Benchmark Enrollment</td>
<td>25</td>
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<td>Seminar</td>
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<td>Laboratory</td>
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<td>Activity</td>
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3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]

This class is primarily, though not exclusively, aimed at preparing students for teaching literature to adolescents. Students will read the literature and the accompanying critical analyses, discuss critically the text form and content, discuss approaches to teaching the literature, and write informative research papers about the literature and/or about teaching the literature.

COURSE CONTENT DOES NOT CONFLICT WITH THE ORIGINAL DESCRIPTION, ABOVE, BUT IS SUPPLIED IN OUTLINE FORM AS AN ELABORATION OF THE ORIGINAL DESCRIPTION, BELOW.

1. INTRODUCTION TO THE GENRE
   a. WHAT IS YOUNG ADULT LITERATURE?
   b. HOW DOES IT RELATE TO THE CANON?
2. IDENTIFYING AND EXPANDING THE GENRE
   a. LITERARY CRITICISM OF THE YOUNG ADULT GENRE
   b. APPLYING THE CRITICISM TO SPECIFIC WORKS
3. MULTICULTURAL LITERATURE: ISSUES TO THINK ABOUT
4. RECONSIDERING THE CANON
5. CRITERIA FOR SELECTING YOUNG ADULT LITERATURE
6. HISTORICAL FICTION: ISSUES OF REPRESENTATION
7. NON-FICTION GENRE STUDY
8. CENSORSHIP ISSUES IN THE CLASSROOM
9. TEACHING WITH YOUNG ADULT LITERATURE
10. ORIGINAL PROJECT AND RESEARCH PRESENTATIONS
COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:
1. Demonstrate, in writing and discussion, an understanding of adolescent literature.
2. Demonstrate an ability to critically assess literature for grades 7-8
3. Demonstrate an ability to critically assess literature for grades 9-12

1. ANALYZE YOUNG ADULT LITERATURE AS A GENRE AND IDENTIFY SALIENT CHARACTERISTICS
2. ANALYZE LITERARY TEXTS IN LIGHT OF THEIR STRUCTURE, CONTENT, INTERPRETATIONS, AND LITERARY ELEMENTS
3. DISCUSS AND APPLY VARIOUS CRITICAL APPROACHES TO YOUNG ADULT TEXTS
4. DEVELOP CRITICAL THINKING AND ANALYTIC SKILLS THROUGH CLOSE READING OF TEXTS
5. REFLECT ON THE WAYS LITERATURE CAN INSPIRE PERSONAL AND SOCIAL GROWTH AND CHANGE
6. ESTABLISH AND APPLY CRITERIA FOR EVALUATING YOUNG ADULT LITERATURE FOR THE CLASSROOM
7. CONSIDER CENTRAL ISSUES IN THE FIELD OF ENGLISH EDUCATION
8. PRODUCE WRITING IN A VARIETY OF GENRES

4. References. [Provide 3-5 references on which this course is based and/or support it.]

5. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]
   __ Course title
   __ Prefix/suffix
   __ Course number
   __ Units
   __ Staffing formula and enrollment limits
   __ Prerequisites/corequisites
   _x_ Catalog description
   _x_ Course content
   ___ References
   ___ GE
   ___ Other

THE DESCRIPTION IS BEING CHANGED TO MEET NEW STANDARDS SET FORTH BY THE COMMISSION ON TEACHER CREDENTIALING AND TO BETTER REFLECT CENTRAL ISSUES IN THE FIELD OF SINGLE SUBJECT PREPARATION.

IN THE COURSE CONTENT AREA, I HAVE ADDED TO THE COURSE DESCRIPTION AND ALSO LISTED THE REVISED LEARNING OUTCOMES THAT MATCH THE NEW DESCRIPTION.

6. If this modification results in a GE-related change indicate GE category affected:

<table>
<thead>
<tr>
<th>A (English Language, Communication, Critical Thinking)</th>
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<tr>
<td>B (Life Sciences)</td>
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<tr>
<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
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<tr>
<td>D (Social Perspectives)</td>
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<tr>
<td>E (Human Psychological and Physiological Perspectives)</td>
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7. Consultation
   Attach consultation sheets from all program areas, Library, and others (if necessary)

8. If this course modification will alter any degree, credential, certificate, or minor program in your program attach a program modification.

Mary Adler 4-12-04
Proposer of Course Modification Date