Mayville State University

ENGL 350 Young Adult Literature and Media

Spring 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Kelly Kornkven

Contact Information: Library 120M, kelly.kornkven@mayvillestate.edu, 788-4816

Hours of Availability: Monday- Friday 8AM-4:30PM, evenings and weekends by appointment

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

Cart, M. (2022). Young adult literature: From romance to realism (4th edition). Neal-Schuman.

Course Description

A survey of young adult literature and media for middle school, secondary and public libraries covering all genres including a balance of non-fiction to support Common Core State Standards in the classroom. Covers classic and contemporary works, with attention to literature of diverse populations (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) and emerging communication techniques. Students will engage in related studies on topics including selection and evaluation of materials, the needs and interests of young adults, and literature appreciation in young adults. No Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- Trace the historical development of young adult literature from its origins to contemporary works.
- Identify and interpret narrative techniques and literary devices used in children's literature.
- Explore various genres within YA literature, including romance, realism, fantasy, dystopian, and LGBTQ+ narratives.
- Evaluate the importance of inclusivity and representation in the genre.
- Study the commercial success and trends within YA literature, including the impact of best-selling authors and popular series
- Analyze how YA literature responds to and reflects current events and societal changes.

Course objectives were created with the assistance of Bing CoPilot.

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Standards Alignment (English Education Program Approval Standards—ND ESPB):

- 05020.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address.

My preferred communication method is email. You can expect a response within 24 hours during the work week. I am also happy to meet virtually by arrangement. Please do not use the message area of Blackboard.

Assignments and Assessments

Participate in the discussion forums multiple times per week.

Read and watch course content prior to completing the weekly assignments.

Evaluation and Grading

Grading Policies

This course is based on weekly units from Monday to Sunday, assignments are due on Monday mornings at 8AM as that will be the earliest, I could potentially grade them.
Late assignments are accepted for a lesser grade.
Assignments will be graded within one week of the due date. If you notice an assignment is not graded within that time frame, please contact me.

Attendance/Participation Policies

Participation is required throughout this course in discussion forums.

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Grading Scale

90-100=A; 80-89=B; 70-79=C; 60-69=D, below 59=F

Breakdown of Grades

Assignment Type	Percent
Chapter Quizzes	20%
Book Reviews/Discussions	60%
Presentations (every 4 weeks)	20%

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

For this course, you must participate in the Introductions and Favorite Books Discussion Forum by Tuesday, January 21, 2024.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

See the Course Shell for a complete and updated timeline for the course.

Week	Topic	Chapters	Dates

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Week 1	YA Literature Before 1960	Chapter 1	January 13-19
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Week 2	1960s and 1970s: Realistic to Problems	Chapter 2	January 20-26
Week 3	1980s: Romance and Multiculturalism	Chapter 3	January 27-February 2
Week 4	1990s: Death and Rebirth	Chapters 4 & 5	February 3-9
Week 5	Printz Award	Chapter 6	February 10-16
Week 6	Genres	Chapters 7 & 8	February 17-23
Week 7	Series	Chapter 9	February 24-March 2
Week 8	Adult/YA Crossovers	Chapter 10	March 3-9
Week 9	Diversity	Chapter 11	March 16-23
Week 10	Reality	Chapter 12	March 24-30
Week 11	Sex in YA Literature	Chapter 13	March 31-April 6
Week 12	LGBTQIA2S+	Chapter 14	April 7-13
Week 13	Censorship	Chapter 15	April 14-20
Week 14	Graphic Novels	Chapter 16	April 21-27
Week 15	Nonfiction	Chapter 17	April 28-May 4
Week 16	Media	Chapter 18	May 5-11