A. Course Description

Credits: 4

Prerequisites: WRIT 131 Writing I or have instructor's permission.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies , Goal 06 - Humanities/Fine Arts

This course is intended to familiarize students with fictional and non-fictional texts written for young adults by authors of diverse cultures. Students examine the criteria that characterize these diverse literatures and learn to recognize contemporary trends.

B. Course Effective Dates: 05/08/2006 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze relationships between elements of young adult literature, as reflected by the development of young adults, and by ambient social contexts at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

2. Articulate substantial and clearly presented responses to young adult literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

3. Conduct literary analysis that is responsive to details and to complexities of text and theme in young adult literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

4. Demonstrate familiarity with genres and subgenres of young adult literature, and understand the development and characteristics of these subgenres at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

5. Identify issues surrounding the censorship of young adult literature.

6. Interpret young adult literature, applying biographical and/or cultural evidence as relevant at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

7. Know the historical and aesthetic development of young adult literature as a literary genre at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

8. Master the integration of literary evidence into the student's own writing, including standard formatting and citation practices at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

9. Read and respond to young adult literature with intelligence and sensitivity at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

10. Recognize the variety of formats emerging in young adult literature, as these reflect current cultural and technological trends.

11. Understand and apply literary terms, theoretical concepts, reading strategies, and analytical methods to the study of young adult literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

E. Learning Outcomes (MN Transfer Curriculum)
Goal LS - Upper Division Liberal Studies

None

Goal 06 - Humanities/Fine Arts

1. Articulate an informed personal reaction to works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Engage in the creative process or interpretive performance.
4. Demonstrate awareness of the scope and variety of works in the arts and humanities.
5. Respond critically to works in the arts and humanities.

G. Special Information

Community Engagement