

Course Syllabus for ENGL 3223 Adolescent Literature

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Course: ENGL 3223 2.0.(1) Adolescent Literature
Book: Course Syllabus for ENGL 3223 Adolescent Literature

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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Instructor & Course Information

ENGL 3223 Adolescent Literature (3 credit hours)

Instructor: Lori Favela

[Email Lori Favela](#)

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours. When you email, it is helpful to include the course code, number, and module number, or book you are inquiring about so that your instructor is able to respond more effectively.

Catalog description: Critical analysis and survey of literature with adolescents as main characters and written for adolescent and adult audiences.

About this Course

Welcome to our exploration into the vibrant and dynamic realm of Young Adult (YA) literature. This course promises to be a captivating journey into the stories that resonate with today's youth, offering insights not only into the narratives themselves but also into the broader societal contexts in which they are situated.

In this course, you'll gain the skills to critically evaluate the multifaceted world of YA literature, delving into its various subgenres, uncovering their purpose, and societal impacts which shape values and belief systems. You'll discover how YA literature serves as a lens for social justice (or injustice), cultural norms (or bias), and values, opening readers eyes to diverse perspectives.

Throughout the course, we will discuss how YA literature influences, and at times even sets, societal norms and provides cues for adolescent behavior. You'll have the opportunity to engage personally with each piece, penning down your reflections, connections, and the profound ways in which these stories resonate with your own experiences. Whether you're an educator, librarian, parent, or a YA literature enthusiast, you'll learn to purposefully select books that align with specific goals and themes, immersing yourself in a world where words hold transformative power and narratives change perspectives.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Evaluate Young Adult literature, its various subgenres, their prescribed purposes, and their impacts on values and belief systems
2. Describe how Young Adult literature helps young readers develop awareness as it relates to social justice, norms and culture
3. Explain how Young Adult literature reflects, influences, and determines social norms and cues for behavior in adolescence
4. Connect to each piece personally through writing about and describing the connection in a personal response
5. Effectively choose YA literature for a prescribed purpose

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Introduction to Young Adult (YA) Literature

1. Define basic YA literature vocabulary and concepts (Course Outcome 1, CO2)
2. Reflect on personal experiences that connect to the purposes and functions of YA literature. (CO4)
3. Recall the stages of literary appreciation (CO3)
4. Connect the stages of adolescent task development to YA concepts (CO3)
5. Analyze how various formats can contribute to the message of YA literature and affect the meaning of pieces. (CO4, CO5)

Module 2: The Multicultural Experience in YA Literature

1. Connect personal experiences to the multicultural experiences and situations in the novel (CO4)
2. Relate key concepts of diversity and multicultural experiences from the text to people different from yourself (CO2)
3. Explain how *I'm Not Your Perfect Mexican Daughter* both reflects adolescence and influences how teens believe they should behave (CO3)

Module 3: Racism in Realistic Fiction

1. Reflect on the central themes of prejudice and discrimination in contemporary realistic fiction in a way that relates to the reader's personal experiences, fostering a deeper understanding and connection (Course Outcome 4)
2. Evaluate the ethical dilemmas presented in this novel within the context of personal experience(s) of social stratification (CO2)
3. Explain how the narrative format that *All American Boys* uses conveys and influences beliefs about social expectation for teen and adolescent behavior (CO3)

Module 4: Disability in Young Adult Literature

1. Share personal experiences to the experiences of the disabled in the novel (CO4)
2. Evaluate the details of the novel to connect them to disability and ableism by reflecting on how this impacts your personal perspective of people different from yourself (CO2, CO4)
3. Discuss how *We Should Hang Out Sometime* both reflects adolescence and influences how teens believe they should behave (CO3)

Module 5: Identity & Ally-ship in YA Literature

1. Recall key terms related to gender. (CO2)
2. Recognize LGBTQIA+ themes in young adult (YA) literature. (CO1)
3. Examine the portrayal of adolescence in the text and its influence on teen behavior. (CO3)
4. Analyze the narrative techniques in *Gracefully Grayson* to explore the main character's journey of self-discovery and gender acceptance. (CO1)
5. Assess how the novel relates to LGBTQIA+ issues and reflect on its impact on your own views about diversity. (CO2, CO4)

Module 6: Dystopian Literature in YA

1. Reflect the categorization of Dystopia in YA texts. (Course Outcome 1)
2. Connect dystopian themes to the experiences and characteristics in the novel (CO4)
3. Evaluate the social and political themes in the novel, such as the role of government, individual vs. collective rights, and the manipulation of public opinion (CO2)
4. Discuss behavioral and societal constructs from *Unwind* that both reflect adolescence and influences how teens believe they should behave (CO3)
5. Explain how key aspects of the author's life, body of work, and thematic focus contribute to the author's unique style and societal impact (CO4)

Module 7: The Immigrant Experience in YA Literature

1. Recall immigrant issues and themes in *Girl in Translation* (CO1)
2. Connect personal experiences to the immigrant experiences in the novel (CO4)
3. Analyze how *Girl in Translation* both reflects adolescence and influences how teens believe they should behave (CO3)
4. Explain how key aspects of the author's life, body of work, and thematic focus contribute to the author's unique style and societal impact (CO4)

Course Materials and Resources

Required Materials

The following materials are required for this course:

1. *Between Shades of Gray* (graphic novel) by Ruta Sepetys, and Andrew Donkin (adapter), ISBN 13: 9780593404850
2. *I Am Not Your Perfect Mexican Daughter* by Erika Sanchez, ISBN 13: 9781524700515
3. *All American Boys* by Jason Reynolds, ISBN 13: 9781481463348
4. *We Should Hang Out Sometime: Embarrassingly, A True Story*, by Josh Sundquist, ISBN 13: 9780316251006
5. *Gracefully Grayson* by Ami Polonski, ISBN 13: 9781484723654
6. *Unwind* by Neal Shusterman, ISBN 13: 9781416912057
7. *Girl in Translation* by Jean Kwok, ISBN 13: 9781594485152

You may purchase these books via any bookseller, find these at your local library, or buy the digital versions. *Please note that digital copies may not reflect the same page numbers. Please notate your access type in your citation pages.*

All other materials will be provided in the module resource books and activities.

Additional Materials

You may find it helpful to have the [Ninth Edition of the MLA Handbook](#) (Spring 2021), if you are not familiar with this formatting and writing style.

- ISBN: 9781603293518 (Paperback)
- ISBN: 9781603295628 (Spiral)
- ISBN: 9781603295611 (Hardcover)

You can order the digital or print version of this on the publisher website, or where ever books are sold.

Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs.
3. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.
4. Don't forget to check your local libraries before you purchase!

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. The calculation for a three credit hour course, or 135 hours, distributed over 7 modules and two exams, are about 19.28 hours per module. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

GRADING POLICY

You must pass the Mid-course and Final Exams to pass the course.

If you earn a passing grade on the Midcourse and Final then your grade will be calculated as follows:

- Quizzes = 10 points each
- Reading Responses = 24 points each
- Reflect & Connect Lesson assignments = 25 points each
- Mid-course Exam = 40 points
- Project = 100 points
- Final Exam = 50 points

If you earn a passing grade on the Mid-course and Final Exams, the activities are weighted using the following breakdown.

Grade Breakdown	Percent of Grade
Quizzes (6)	10%
Reflect & Connect Activity assignments (6)	20%
Reading Response assignments (6)	20%
Mid-course Exam	15%
Project	20%
Final Exam	15%

LSU GRADING SCALE

The following grading scale applies:

- 97%–100% = A+
- 93%–96% = A
- 90%–92% = A-
- 87%–89% = B+
- 83%–86% = B
- 80%–82% = B-
- 77%–79% = C+
- 73%–76% = C
- 70%–72% = C-
- 67%–69% = D+
- 63%–66% = D
- 60%–62% = D-
- 0%–59% = F

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings, videos and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz 1 time, and you will be given 15 minutes. Each quiz is worth 10 points.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Reflect & Connect Activities

Purpose of the Reflect & Connect Lesson Assignment

Modules two through seven provide the student an opportunity for introspection on the book topics and issues by completing a Reflect & Connect Activity. You also have a practice opportunity in Module one (optional). The purpose of this assignment is to create a robust ability to evaluate new experiences and perspectives and communicate them to others. Reflecting on a book allows one to examine issues from different perspectives and not to focus on the right or wrong of a person's being. Each assignment prompts the reader to answer specific questions about the reading for the module. These questions allow the reader to reflect on the reading and explain how Young Adult literature reflects, influences, and determines social norms and cues for behavior in adolescence, or connect applicable cultural, social, emotional or political expectations that may impact the thoughts of behaviors of others or yourself.

Directions & Submission Guidelines

Each Reflect & Connect Activity provides a downloadable document with the question prompts. Click on the assignment title in each module, where you will find instructions for completing and submitting the assignment. Click on the assignments linked below to review an example of the assignment.

[Module 2 Reflect & Connect Activity](#)

Use of AI. All assistive writing is strictly prohibited for this assignment. Please review the Syllabus Policy for details on AI use. While we understand this tool can be useful, the only person you cheat is yourself when not engaging in and practicing active learning skills such as writing.



Examples for Reflect & Connect Activities

The following examples are prior works that were exemplary. Example links will open in a new window.

Spoiler Alert Please note that these examples may contain spoilers for readings in future modules! If you prefer not to hear excerpts or summaries from the books, wait until after you read the book to review these examples.

- [Example 1](#) for *I'm Not Your Perfect Mexican Daughter*
- [Example 2](#) for *All American Boys*

Grading

This assignment is worth 25 points, and contributes to 20% of your total grade. You will be graded according to the following criteria. Assignments will be graded within seven calendar days.

Criteria (maximum points available)	Meets Expectations (4)	Partially Meets Expectations (3)	Approaches Expectations (2)	Minimum Expectations (1)	Does Not Meet Expectations (0)
Focus	The student develops a clear and consistent topic focus throughout. All details, reasons, examples, evidence, anecdotes, events, descriptions, etc. support the central topic. (4)	The student develops a clear topic focus. Contains ideas that somewhat support the central topic. (3)	The student develops a clear and consistent topic focus. Most, but not all details, reasons, examples, evidence, anecdotes, events, descriptions, etc. support the central topic. (2)	The student fails to develop a clear topic focus. There are limited details, or the details do not support the topic. (1)	There is no clear topic. (0)

Criteria (maximum points available)	Meets Expectations (4)	Partially Meets Expectations (3)	Approaches Expectations (2)	Minimum Expectations (1)	Does Not Meet Expectations (0)
Organization	Ideas are presented in an appropriate order (chronological, sequential, spatial, etc.) Transitions are smooth and logical, not formulaic. The conclusion ties the main idea and details together without restating the opening. (4)	There is an adequate beginning. There is a smooth and logical flow of ideas. Transitions are predictable, but purposeful. There is an adequate ending. (3)	The beginning loosely relates to the central topic. Ideas that pertain to the topic may not be connected to each other. There is a mechanical arrangement of events. There are a few transitions or transitions are formulaic. (2)	The beginning has little direction. Ideas are strung together with no order. Few or no transitions. The ending is unconnected to the beginning or supporting details. (1)	The work lacks organization and is not coherent. (0)
Textual Support	The writer uses the text to substantiate the main idea or to answer/explore the question without merely summarizing the text. (4)	The writer attempts to use the text to substantiate that main idea/ thesis or to answer/explore the question without merely summarizing the text. (3)	The writer does not effectively use the text to substantiate the main idea/ thesis. The writer may use text that does not support. (2)	The writer does not attempt to use text to support the main idea/ thesis. (1)	The work does not answer the prompt. (0)
Structure	There are a variety of sentence structures and lengths present in the presentation of ideas. (4)	Includes some sentences that have different structure and are of different lengths. (3)	There is some variation in sentence structure and length, but most sentences are simple, rambling, or repetitive. (2)	Includes some sentences with structural and word placement problems that result in confusion or unnatural phrasing. Sentences follow a simple pattern. (1)	There is no clear structure to the work. (0)
Language Awareness	The writing contains powerful, precise language that assists in the development of ideas. (4)	The writing contains some language that is precise, vivid, and appropriate. (3)	The writing contains words that are simple or general but appropriate to the task. (2)	The writing contains vague or incorrect language. Words and expressions are redundant, vague, or incorrect. (1)	The writing is not sufficient to judge grammar or language. (0)
Mechanics	There are no more than three (level-appropriate) errors in spelling, usage, punctuation, and capitalization, that are correct to the extent that errors do not detract from the overall delivery and require minimal editing or appear as the obvious consequence of risk taking. (4)	Contains occasional errors in spelling, usage, punctuation, and capitalization that do detract from the overall delivery. Requires minor editing. (1)	Contains errors that indicate limited control over age-appropriate standard writing conventions in spelling, usage, punctuation, and capitalization. Errors detract from the overall meaning and moderate editing is required. (2)	Contains many errors that may indicate a struggle with control over standard writing conventions in spelling, usage, punctuation, and capitalization. Errors detract from overall delivery, sometimes impeding understanding. (1)	The writing is not sufficient to judge mechanics. (0)
Citation Mechanics	<i>cell intentionally left blank</i>	<i>cell intentionally left blank</i>	<i>cell intentionally left blank</i>	Adheres to MLA Citation Format (1)	Does not adhere to MLA Citation Format (0)

Reading Response Assignments

Purpose of the Reading Responses

In modules two through seven, you will be asked to complete a Reader's Response. The purpose of a Reader's Response is to allow you to analyze the text as an individual reader. This process is as much about the reader as it is about the text you are responding to. Each assignment allows you the opportunity to explain and then defend your personal reaction to the text you have read. As a scholar you stand in judgment over the text.

To learn more about completing these responses, read the next Syllabus chapter, [Writing Reader's Responses](#), carefully as it provides examples and guidance on ways to explore and reflect for this assignment. This assignment requires advanced proofreading, editing, and MLA citation formatting.

Instructions & Submission Guidelines

For detailed instructions click on the assignment title in each module, where you will find instructions for completing and submitting the assignment. Review the assignment linked below to review an example of the assignment.

Module 2 Assignment: Reading Response

Use of AI. All assistive writing is strictly prohibited for this assignment. Please review the Syllabus Policy for details on AI use. While we understand this tool can be useful, the only person you cheat is yourself when not engaging in and practicing active learning skills such as writing.

Submission

When you have completed your work, click "Add Submission" to submit these assignments. Use the following naming convention for all of these assignments:

CourseNumber_Version_Section_LastName_FirstName_ModuleNumber (Example:
ENGL3223_1.2_1_jones_sam_M01)

Grading

This assignment is worth 24 points, and contributes to 20% of your total grade. You will be graded according to the following criteria. Assignments will be graded within seven calendar days.

Criteria (maximum points available)	Meet Expectations (4)	Partially Meets Expectations (3)	Approaches Expectations (2)	Minimum Expectations (1)	Does Not Meet Expectations (0)
Content	Expertly applies own critical thinking to the text by questioning it, analyzing it, arguing for/against a particular idea, or extending an argument. Language use is stellar and concepts demonstrate high-level of thinking. The writer clearly read and internalized the text.	Applies own critical thinking to the text by questioning it, analyzing it, arguing for/against a particular idea, or extending an argument. Language use is acceptable. The writer clearly read the text and has begun to internalize the ideas.	The writer attempts to apply own critical thinking to the text by questioning it, analyzing it, arguing for/against a particular idea, or extending an argument. Language use may be elementary. The writer has not yet begun to internalize the text.	The writer does not attempt to apply own critical thinking to the text by questioning it, analyzing it, arguing for/against a particular idea, or extending an argument. The response may be more of a summary.	The work is not sufficient to judge this criteria.

Criteria (maximum points available)	Meet Expectations (4)	Partially Meets Expectations (3)	Approaches Expectations (2)	Minimum Expectations (1)	Does Not Meet Expectations (0)
Format	MLA format is followed for heading, header, margins, spacing, font and size. MLA format is used for in- text citations and for the Works Cited page.	The writer attempts to follow MLA format for heading, header, margins, spacing, font and size. MLA format is used for in- text citations and for the Works Cited page, however, there are more than a few small errors.	The writer attempts to follow MLA format for heading, header, margins, spacing, font and size. MLA format is used for in- text citations and for the Works Cited page. There may be a few small errors.	The writer does not adequately follow MLA format for the paper.	The work is not sufficient to judge this criteria.
Length	500 words or more.	Between 450-499 words.	Between 400-450 words.	Fewer than 400 words.	The work does not meet the minimum word count criteria.
Thesis	The response has a clear thesis statement that is limited to one or two topics, questions, main ideas, or thoughts.	The response has a clear thesis. The wording may be awkward, but the language does not impede meaning.	The response attempts to have a thesis but it may be too broad or too narrow for the paper.	The thesis statement is attempted but is unacceptable, or there is no clear thesis.	The thesis is not present.
Support	The writer uses the text to substantiate the main idea or to answer/explore the question without merely summarizing the text.	The writer attempts to use the text to substantiate that main idea/ thesis or to answer/explore the question without merely summarizing the text.	The writer does not effectively use the text to substantiate the main idea/ thesis. The writer may use text that does not support.	The writer does not attempt to use text to support the main idea/ thesis.	The work is not supported.
Conventions	Spelling, punctuation, grammar and usage are stellar. Vocabulary and word choice is especially effective.	Spelling, punctuation, grammar and usage are good. Vocabulary and word choice are level-appropriate.	There are some errors in spelling, punctuation, grammar and usage that affect meaning.	There are many errors in spelling, punctuation, grammar and usage that affect meaning.	The errors interfere with the readers ability to understand the text.

Writing Reader Responses

As a scholar you have a right and duty to stand in judgment on the text. - [Deontological Theory](#)

How to Write a Reader's Response

Analyze the text as an individual reader. This process is as much about YOU as it is about the text you are responding to. As a scholar you stand in judgment over the text.

A Readers' Response essay is a very personal reaction to a piece. You will be asked to explain and then defend your personal reaction to a text we have read. Think about why you liked or disliked the piece, explain whether you agree or disagree with the author, discuss what the text reminds you of, or critique the text as it stands. There is no right or wrong answer, but you must be able to support your reactions with specifics from the readings. You may find jotting down page numbers and notes about your thoughts helps you begin this process.

Avoid

Do not use a standard high school-level approach of just writing: "I liked this book (or article or document or movie) because it is so cool and the ending made me feel happy," or "I hated it because it was stupid, and had nothing at all to do with my life, and was too negative and boring." In writing a response, you may assume the reader has already read the text. Thus, do **not** summarize the contents of the text at length. Instead, take a systematic, analytical approach to the text.

Open With

First, Be sure to mention the title of the work and the author of the text to which you are responding, using correct English for the first sentence of your paper! Also, be sure to craft a thesis statement for your short paper that is on ONE topic. This means you must think about what you want to say ahead of time. A Reader's Response essay is not a journal entry or a stream- of- consciousness piece. It is a thoughtful, organized, well- supported essay.

Question your Suppositions

Second, try to answer one (or two?) of the questions below.

- What does the text have to do with you, personally, and with your life (past, present or future)? It is not acceptable to write that the text has NOTHING to do with you, since just about everything humans can write has to do in some way with every other human.
- How much does the text agree or clash with your view of the world, and what you consider right and wrong? Use several quotes as examples of how it agrees with and supports what you think about the world, about right and wrong, and about what you think it is to be human. Use quotes and examples to discuss how the text disagrees with what you think about the world and about right and wrong.
- How did you learn, and how much were your views and opinions challenged or changed by this text, if at all? Did the text communicate with you? Why or why not? Give examples of how your views might have changed or been strengthened (or perhaps, of why the text failed to convince you, the way it is). Please do not write "I agree with everything the author wrote," since everybody disagrees about something, even if it is a tiny point. Use quotes to illustrate your points of challenge, or where you were persuaded, or where it left you cold.
- How well does it address things that you, personally, care about and consider important to the world? How does it address things that are important to your family, your community, your ethnic group, to people of your economic or social class or background, or your faith tradition? If not, who does or did the text serve? Did it pass the "Who cares?" test? Use quotes to illustrate.

- Critique the text. Reading and writing "critically" does not mean the same thing as "criticizing," in everyday language (complaining or griping, fault-finding, nit-picking). Your "critique" can and should be positive and praise the text, if possible, as well as pointing out problems, disagreements and shortcomings.
- How well did you enjoy the text (or not) as entertainment or as a work of art? Use quotes or examples to illustrate the quality of the text as art or entertainment. Of course, be aware that some texts are not meant to be entertainment or art—a news report or textbook, for instance, may be neither entertaining or artistic, but may still be important and successful.
- To sum up, what is your overall reaction to the text? Would you read something else like this, or by this author, in the future or not? Why or why not? To whom would you recommend this text?

Keep These Principles in Mind

Finally, your first draft is just that, a draft. Writing requires advanced proofreading, editing and citation formatting. You should expect to re-write your work several times before you consider it completed. This means you should start your writing project in advance of the due date, in order to allow yourself enough time to revise your work. Ask someone else to read your draft(s) and write their comments and suggestions on how you might improve the work directly on your drafts.

1. Use MLA as your default for citation.
 - You don't need to use footnotes. When quoting or citing from the text, textbook/course materials, simply put author and page numbers in parenthesis in MLA 9 format. I recommend using Perdue Owl for [MLA Formatting and Style Guidelines](#). There is absolutely no need to refer to other, outside sources for this assignment—this is a critical essay, not a research paper.
 - Ex. (Gorn 52) or (Jones 167).
2. Be very careful to avoid plagiarism. Do not use words or ideas from the internet, from any publication, or from the work of another student without citing the source. Also, if you use more than three words in a row from any source, including the document you're writing about, those words must be enclosed in quotation marks.
3. Your essay should be based primarily on evidence drawn from a close, careful reading of the documents. You can also use appropriate background information from the textbook and lectures, but you should use most of your space to discuss the documents.
4. Writing style counts.
5. If you did not like a text, that is fine, but criticize it either from principle (it is racist, or it unreasonably puts down religion or women or working people or young people or gays or Texans or plumbers, it includes factual errors or outright lies, it is overly dark and despairing, or it is falsely positive) or from form (it is poorly written, it contains excessive language or verbal "fat," it is deliberately emotional or too childish, it uses too many facts and figures or has many typo's in the text, or wanders around without making a point). In each of these cases, do not simply criticize, but give examples. Use descriptive analysis to support your position or argument with these types of statements. Always beware, as a beginning scholar, of criticizing any text as "confusing" or "crazy," or for "using too many hard words," since readers might simply conclude that you just didn't understand or appreciate it.

Adapted from the public domain CC. [Reader Response](#) by Owen M. Williamson



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Examples for Reader Responses

The following examples are prior works that were exemplary. Example links will open in a new window.

Spoiler Alert Please note that these examples may contain spoilers for readings in future modules! If you prefer not to hear excerpts or summaries from the books, please refrain from reading examples outside of the assigned reading from the module you are in.

- [Example 1](#) for *Unwind* share by permission of Emily Davidson
- [Example 2](#) for *All American Boys* shared by permission of Emily Davidson
- [Example 3](#) for *All American Boys* shared by permission of Malli Bieniek

Interactive Activities

H5P Interactive Activities

In each module you will complete interactive activities that test your knowledge of the basic concepts presented in the module lecture videos and readings. These may follow a linear progression or a lesson activity. They are practice exercises to help you apply what you have learned in each module.

You may complete lessons as many times as you like, and they are not graded. You may complete the Reflect & Connect Lesson Activity as many times as you need before you rename and format it for submission in the module Lesson Submission assignments.

Directions

In each module, click on the lesson to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. Sometimes your answers/choices will determine the pages you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. If you answer correctly, you will proceed to the next question or content page.

Project Assignment

Description

The purpose of this assignment is to demonstrate the knowledge of the YA literary concepts we have covered in this course and apply these to construct an effective reasoned argument for your ideas and present your findings in a creative and meaningful way. By examining literary works, evaluating the impact of social norms or culture systems on personal beliefs at varying ages, and assessing these influences, we can begin to select YA literature as learning tools or reading assignments for others and ourselves. You will find the instructions for completing and submitting your project, as well as any other important information or files, in the Summative Project assignment.

- In Module 4 will have the opportunity to gain feedback for the project. Review the [Midcourse Project Check-in](#) for details.
- In Module 7 you will be submitting the project.

Project Instructions

In this assignment you will be selecting one of the four options listed in the Assessment Instructions & Options (below) and following all instructions and guidelines listed for that option. Across all four options, emphasis should be placed on descriptive, organized, and well-prepared responses.

Read the [Summative Project](#) assignment to review the details for the project.



Assessment Instructions & Options

After selecting an option, you will need to prepare your work using Google Docs, PowerPoint, Google Slides, Canva, or other presentation software. All pages of your document should meet the word count and applicable specifications.

Prohibited for the Project

All work submitted for this assessment must be your own. This is not a group activity. It cannot be complete as part of a group effort or with assistance from any party or software other than yourself.

Submission Guidelines

You will have roughly 24 weeks to complete this course. It is recommended that this assignment be submitted no later than Week 22 of the course to allow for manual grading time. You cannot complete the Final Exam until you have received a grade for this project.

- Submitted with the following naming convention: Name of Course_ODL_First Name Last Name_Assignment Name
For example, ENGL 3223_ODL_MikeTiger_SummativeProject.

Notice: You must click the "Add Submission" button to submit your work for grading.

Grading

This assignment is worth 100 points. Review the Assessment Instructions & Options document to see the grading rubric.

You cannot complete the Final Exam until you have received a grade for the Project. If you have any questions or encounter any trouble accessing or submitting this assessment, contact your instructor immediately.

Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam. Carefully read the following information, which is also listed in the exam module(s) in your course. Navigate to the exam modules when you are ready to take your exams.

Time Restriction

You are allowed a maximum of 40 minutes to complete your exam, which averages 2 minutes per question.

Content

Review the [Midcourse Exam Information and Instructions](#) and [Final Exam Information and Instructions](#) to prepare for each exam.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have 40 minutes to complete your Midcourse and Final exams.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.

Prohibited During Testing

- Items that are not allowed: notes, textbooks, scratch paper, websites, software, and any other assistive technology that is not within accommodations.

LSU Online & Continuing Education has high standards of academic integrity. The academic honesty guidelines stated in your syllabus will be strictly enforced. To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

Proctoring Information: ProctorU

In accordance with academic integrity and ethical standards as described in the LSU Student Handbook, faculty will use a live proctoring service to administer the Midterm and Final assessments. Students may choose to be proctored in a residential location or any public location with a stable internet connection that meets the requirements of the proctoring service. It is the student's responsibility to confirm the suitability of the testing environment prior to taking the exam.

Below are the exams for this course and the ProctorU cost for each exam:

- Midterm Exam 1: \$15
- Final Exam 2: \$15
- Total exam proctoring cost: \$30

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Signing up with ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will need to add this institution to your account. When you are ready to create your account, visit the [Louisiana State University \(ODL\) ProctorU portal](#). After you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- *Technical Specifications*: provides specifications and a link to [test your equipment](#)
- *Getting Started*: instructions for first time users
- *Contact Us*: provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Guild students: students who register through Guild will need a code to cover their testing fees. To obtain your access codes:

1. Go to "Course Tools" within your course in Moodle
2. Under "ProctorU Access Codes," select "Claim your access code," and then schedule your exam with ProctorU
3. Once you have used an access code, return to the same page in your course to mark your code used and to obtain a new access code for your next testing session

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online & Continuing Education Professional Development](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. This includes using AI writing software, or mechanized or assistive language processing of any kind. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use [MLA Formatting & Style Guide](#). Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Use of AI in this Course

As a partner in your learning, it is important to both of us that any assignment submission is a reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. Therefore, the use of generative AI programs as a substitute for your own original work is prohibited. These programs should not be used to produce work that misrepresents your abilities or deceives the conditions under which the work was completed.

Use of generative AI to create written work is strictly prohibited. *If you have questions about the use of specific tools or technologies in relation to course work, seek guidance from me beforehand.* If work is submitted in violation of this policy, a report will automatically be made to the Office of Student Advocacy & Accountability. Notification will be given when these reports are made.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by

proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised. Please review the Exams and Proctoring section of the Syllabus for more information.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accomodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course. Please read the extension policy on the [Policy page](#) before proceeding.

Guild students: if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.



Request an extension: If needed, complete and submit the [Extension Request](#) form.

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.