

**Faculty of Liberal Arts**  
**English Department**  
**Course Syllabus**  
**EG358: Young Adult Literature**  
**Semester 1/2024(August 13 – December 2, 2024)**

Instructor: Asst. Prof. Salinee Antarasena, Ph.D.	Section: TH 9.30 – 12.30
Instructor's Office: R. 841	
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**1. Prerequisite course:**

EG211

**2. Course Description:**

Critical analysis of English in Young Adult Literature with an emphasis on novels; exploration of issues and themes prevalent in such literature and its effects on the conceptual development of the readers

**3. Program Learning Outcomes (PLOs)**

- PLO 2 Communicate in English effectively
- PLO 3 Apply English knowledge and skills in communication and profession

**4. Course Learning Outcomes (CLOs)**

- **CLO1** Understand a broad range of literature for young adults (**PLO2, PLO3**)
- **CLO2** Understand diverse cultural perspectives presented through a variety of genres and topics in young adult literature (**PLO2, PLO3**)
- **CLO3** Demonstrate works according to given themes (**PLO2, PLO3**)
- **CLO4** Apply knowledge of contemporary cultural issues to discuss and produce works in English (**PLO2, PLO3**)

**5. Teaching and Evaluation Plan**

WK	Date/time	Number of hours	CLOs	Topic/content	Learning activity	Evaluation
1-2	- August 13-16 - August 19-23	6	CLO 1 CLO 2	- Course Introduction - Introduction and background on YA Literature	Class reading and discussion	Discussion Observations

WK	Date/time	Number of hours	CLOs	Topic/content	Learning activity	Evaluation
<b>3-5</b>	- August 26-30 - September 2-6 - September 9-13	9	CLO 1 CLO 2 CLO 3 CLO 4	- Perseverance & Artistry: A Single Shard	Class reading and discussion	Discussion Observations Student's presentation
<b>6-8</b>	- September 16-20 - September 23-27	9	CLO 1 CLO 2 CLO 3 CLO 4	- Coming of Age: A Thousand Boy Kisses	Class reading and discussion	Discussion Observations Student's presentation
Midterm Week: September 29-30; October 1-6, 2024						
<b>9-10</b>	- October 7-11 - October 15-18	6	CLO 1 CLO 2 CLO 3 CLO 4	- Queer Studies (LGBTQ + Issues and culture): Aristotle and Dante Discover the Secrets of the Universe	Class reading and discussion	Discussion Observations Student's presentation
<b>11-12</b>	- October 21-25 - October 28-31, November 1	6	CLO 1 CLO 2 CLO 3 CLO 4	- Resilience: You've Reached Sam - Death: Night of the Milky Way Railway	Class reading and discussion	Discussion Observations Student's presentation
<b>13-14</b>	- November 4-8 - November 11-15	6	CLO 3 CLO 4	Oral interview	Individual interview	Discussion Quiz

WK	Date/time	Number of hours	CLOs	Topic/content	Learning activity	Evaluation
15	November 18-22	3	CLO 3 CLO 4	Wrap-up, Final	Class discussion	Report Exam

## 6. Evaluation:

Evaluation	Percentage
1. Attendance + Participation	10%
2. Group presentation + Assignment (Comprehension and/or Vocabulary Quizzes, Reflection papers and/or Reading Log)	50%
3. Oral Interview	15%
4. Final Paper	25%
Total	100%

## 7. Grading Criteria:

Score (%)	Grade
85 - 100	A
80% - 84.99%	B+
75% - 79.99%	B
70% - 74.99%	C+
60% - 69.99%	C
55% - 59.99%	D+
50% - 54.99%	D
49.99% and below	F

## 8. Main Texts:

- *Literature for Today's Young Adults*, Ninth Edition, Alleen P. Nilsen & Kenneth L. Donelson, 2013
- *Perseverance & Artistry: A Single Shard*
- *Coming of Age: A Thousand Boy Kisses*
- *Queer Studies (LGBTQ + Issues and culture): Aristotle and Dante Discover the Secrets of the Universe*
- *Resilience: You've Reached Sam*

- Death: *Night of the Milky Way Railway*

## 9. Supporting Reading Materials

- *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*, Janet Alsup (ed), 2010
- *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher*, Second edition, Rowman & Littlefield Publishers, 2016
- *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, Fourth Edition, Robert D. Parker, 2019

10. **Add-drop without W:** 13 – 26 August 2024  
**Withdrawal period with W:** 29 August – 20 October 2024

## 11. Holidays:

October 14 (M) King Bhumibol Adulyadej Memorial Day October 23 (W)  
 Chulalongkorn Memorial Day

## Lateness

Be on time. Two instances of arriving late (more than 15 mins) count as one absence.

## Absence

1. Four absences automatically disqualify you from class, resulting in an F.
2. The instructors are not required to make up any exams or activities that occur on the day students are absent from class. An exception is made for the student who is absent from illness with a medical certificate.

## Plagiarism:

The Honor Code requires that work you turn in for assessment is the product of your own individual synthesis or integration of ideas. Plagiarism means copying or paraphrasing someone else's ideas or words and presenting them as your own without proper attribution of the sources, including those from the Internet. Other forms of dishonesty or cheating, such as using your work from one course to resubmit in another course are also forbidden. Any students caught plagiarizing or committing other forms of cheating will receive an F on that assignment, regardless of any explanation.

### Rubric for Participation (10%)

	Excellent 5	Good 4	Adequate 3	Poor 2	Weak 1
<b>1.Preparation for class (before attending class)</b>	Completes all assigned readings to develop critical responses to them; completes and submits all assigned work on time	Completes all assigned readings far enough to be able to develop thorough responses to them; completes and submits all assigned work on time	Does not complete all assigned readings; Able to give an average comprehension of the assigned reading with the guidance of instructor; some assignments missing and/or completes and/or submits some assigned work late	Does not complete all assigned readings; Able to give an average comprehension of the assigned reading with the guidance of instructor; many assignments missing and/or completes and/or submits many assigned work late	Does not complete all assigned readings; Unable to give an average comprehension of the assigned reading with the guidance of instructor; all or most assignments missing and/or completes and/or submits all or most assigned work late
<b>2. Quality of in-class participation</b>	Always able to give insightful comment* on their own; listens attentively when others present their perspectives	Mostly able to give insightful comment* on their own; listens attentively when others present their perspectives	Occasionally able to give insightful comment* on their own BUT able to refocus on the topic of discussion and to give more relevant comments to the discussion when encouraged by instructor; listens attentively when others present their	Hardly able to give insightful comment* on their own BUT able to refocus on the topic of discussion and to give more relevant comments to the discussion when encouraged by instructor; listens attentively when others present their perspectives	Never gives insightful comment* on their own AND unable to refocus on the topic of discussion; unable to give more relevant comments to the discussion when encouraged by instructor; often interrupts others and/or often be

			perspectives		distracted when in class and/or during discussions
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\*insightful comment = comments that balance between the student's own opinion/impression and specific/relevant part/s of the assigned readings

### Rubric for Oral Interview (15%)

	Good 3	Adequate 2	Weak 1
<b>1. Non-verbal Skills</b> <ul style="list-style-type: none"> <li>• <b>Comfort</b></li> <li>• <b>Confidence</b></li> <li>• <b>Connection</b></li> </ul>	Relaxed; comfortable appearance with no or minimal hesitation* throughout the whole idea presentation; no or occasional mistakes but recovers quickly on their own	Somewhat relaxed; comfortable appearance with some hesitation here and there throughout the whole idea presentation; occasional mistakes which interrupts the presentation flow but able to recover with the guidance of instructor	Completely uncomfortable; lack of flow throughout the whole idea presentation; frequent mistakes (including off-topic) which interrupts the presentation flow; unable to recover even with the guidance of instructor
<b>2. Verbal Skills</b> <ul style="list-style-type: none"> <li>• <b>Clarity</b></li> <li>• <b>Volume</b></li> </ul>	Speaks clearly and audibly	Generally speaks audibly but occasionally mumbles and/or occasionally read from visual aids or cues	Mostly mumbles (inaudible and difficult to understand); always or mostly read from visual aids or cues
<b>3. Analytical Skill</b>	Well-versed in the topic of discussion; able to respond to all questions with further explanation** on their own; stays on topic throughout the idea presentation	Basic understanding of the topic of discussion; able to respond to most questions with further explanation** on their own and/or with guidance of the instructor	Unfamiliar with the topic of discussion; unable to respond to all or most questions, even with the guidance of the instructor

<b>4. Content (Idea Organization)</b>	Well-structured idea arrangement, with logical order to delineate all the key points; finishes the idea presentation on time	Well-structured idea arrangement, with some parts difficult to follow (a few flaws in overall organization); finishes the idea presentation on time	No clear organization; confusing sequence of information (disjointed fragments of information); unable to finish the idea presentation on time
<b>5. Visuals / Graphic Presentation</b> <i>10-20-30 rule for presentation</i>	Well-designed and informative; number of slides consistent with the time allotted for the presentation; able to highlight all key points during or at the end of the talk	Well-designed and informative; but number of slides inconsistent with the time allotted for the presentation; able to highlight all key points during or at the end of the talk	Poorly-designed (e.g. full sentences in all or most slides); number of slides inconsistent with the time allotted for the presentation; unable to highlight all key points during or at the end of the talk

\*hesitation = the act of stalling for time or stuttering; lack of flow

\*\*with further explanation =

[score 3]: provides an appropriate level of supports (explanations/examples)for all key points

[score 2]: provides an appropriate level of supports (explanations/examples)for most key points

[score 1]: provides insufficient supports for all or most key points

### **Rubric for Final Paper (25%)**

The student must submit the assigned work in both soft and hard copy.

	Excellent 5	Good 4	Adequate 3	Poor 2	Weak 1
<b>1.Idea Development Process</b>	Submits preliminary draft in class on time; Includes a clear beginning, middle, and end; Provides well-developed	Submits preliminary draft in class on time; Includes a clear beginning, middle, and end; Mostly, provides well-	Submits preliminary draft in class on time; Includes a clear beginning, middle, and end; Able to provide well-	Submits preliminary draft in class late; somewhat able to provide well-developed commentary	Does not submit preliminary draft in class; unable to provide well-developed commentary

	commentary consistently and explicitly explaining the relationship between the key point/s and the evidences; Writes the thesis statement that clearly states the stance and conclusion that effectively wraps up and stresses the importance of the thesis on their own (able to review the key points of the thesis and remind the reader of the purpose of their stance)	developed commentary consistently and explicitly explaining the relationship between the key point/s and the evidences; Writes the thesis statement that states the stance and the conclusion that stresses the important of the thesis on their own (able to review the key points of the thesis and remind the reader of the purpose of their stance)	developed commentary consistently and explicitly explaining the relationship between the key point/s and the evidences with the guidance of instructor; Writes the thesis statement that states the stance and conclusion that stresses the importance of the thesis under the guidance of the instructor	consistently and explicitly explaining the relationship between the key point/s and the evidences with the guidance of instructor; Writes the thesis statement that states the topic, (but key elements are missing) and/or write conclusion that simply restates the thesis, even under the guidance of the instructor	consistently and explicitly explaining the relationship between the key point/s and the evidences, even with the guidance of instructor; Writes the thesis statement that is vague and unclear; and/or writes conclusion that repeats the thesis verbatim, even under the guidance of the instructor
<b>2. Commentary and evidence</b>	Able to display a balanced presentation of relevant and legitimate information; integrates short excerpts (makes textual references either direct quotes or paraphrases) to back up the commentary throughout in order to support the	Integrates short excerpts (makes textual references either direct quotes or paraphrases) to back up the commentary in most parts of the work, in order to support the student's own interpretation; and/or most supporting examples are	Able to integrate short excerpts (makes textual references either direct quotes or paraphrases) to back up the commentary in some parts of the work, in order to support the student's own interpretation; and/or most supporting examples are	Able to integrate short excerpts (makes textual references either direct quotes or paraphrases) to back up the commentary in some parts of the work, in order to support the student's own interpretation; and/or some supporting examples are	Unable to integrate short excerpts (makes textual references either direct quotes or paraphrases) to back up the commentary in some parts of the work, in order to support the student's own interpretation; and/or very few (or no evidence of concrete supporting



	student's own interpretation; All supporting examples are concrete and detailed.	concrete and detailed.	concrete and detailed.	concrete and detailed.	and detailed examples
<b>3. Idea Delivery</b>	No spelling, punctuation or grammatical errors; Logical progression of ideas with a clear structure that enhances the thesis; All transitions of ideas flow smoothly and are clearly linked to each other; The reader can follow the line of reasoning.	Very few spelling and punctuation errors, minor grammatical errors; somewhat logical progression of ideas with a clear structure that enhances the thesis; Most transitions of ideas flow smoothly and are clearly linked to each other; The reader can somewhat follow the line of reasoning.	Some spelling and punctuation errors, minor grammatical errors; somewhat logical progression of ideas with a clear structure; For the most part, the ideas are arranged logically to support the stance and linked to each other; The reader can identify a line of reasoning presented in the work.	A number of spelling, punctuation or grammatical errors; Generally, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader can identify a line of reasoning presented in most parts of the work.	Too many spelling, punctuation and grammatical errors that it interferes with the meaning; The writing is not logically organized; Frequently, ideas fail to make sense together; The reader cannot identify a line of reasoning.
<b>4. Citation and References</b> APA Format (7th edition)	All formatting guidelines have been correctly Followed; Legitimate sources is given to support claims/stance.	Most of the formatting guidelines have been correctly followed; Legitimate sources is given to support claims/stance.	Some evidence of correct adherence to formatting guidelines; Legitimate sources is given to support claims/stance.	Very few evidence of correct adherence to formatting guidelines	No evidence of correct adherence to formatting guidelines
<b>5. Originality</b>	Able to craft a well-developed introduction with an attention grabber that	Able to craft an introduction that adequately explains the background, but	Introduction illustrates a basic or general information and also fails to grab	Background details are a random, unclear collection of information; and/or	Background details are a random, unclear collection of information; and the

	grabs the reader's interest and continues to engage the reader up until the thesis statement; Sentences are well-phrased and varied in length and structure; Diction is consistently precise and accurate.	may lack detail and/or fails to grab the reader's interest; Able to demonstrate a good understanding of diction and able to go beyond the generic word to find one more precise and effective in most parts of the work	the reader's interest; Able to demonstrate some understanding of diction and able to go beyond the generic word to find one more precise and effective in some parts of the work	the range of diction is limited and some words are used inappropriately; and/or errors in sentence structure and/or diction are frequent enough to be a major distraction to the reader.	range of diction is limited and some words are used inappropriately; and errors in sentence structure and/or diction are frequent enough to be a major distraction to the reader.
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**Rubric for In-class Activities (10% each): total of 50%**

	Excellent 5	Good 4	Adequate 3	Poor 2	Weak 1
<b>1. Idea Development Process (the whole process)</b>	Reflects clear insight and ideas to build a stance, with well-developed supports throughout the work on their own	Some organization of ideas to build a stance, with well-developed supports in most parts of the work on their own	Some organization of ideas to build a stance; able to provide well-developed supports with the guidance of instructor	Some organization of ideas to build a stance but able to provide little or no support for the claim or stance, even with the guidance of instructor	Little or no organization of ideas to build a stance and unable to provide little nor no support at all for the claim or stance, even with the guidance of instructor
<b>2. Commentary and</b>	Able to provide commentary that	Able to provide commentary that	Able to provide commentary that	Able to provide commentary that	Unable to provide commentary that

<b>evidence (specific part)</b>	engages specific details of selected reading to draw conclusions / their stance on their own	engages specific details of selected reading to draw conclusions / their stance in most part of the work on their own	engages specific details of selected reading to draw conclusions / their stance, with the guidance of instructor	somewhat engages specific details of selected reading to draw conclusions / their stance, with the guidance of instructor	engages specific details of selected reading to draw conclusions / their stance, even with the guidance of instructor
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Rubrics describes each level of student's performance in relation to the course's standards or expectations; and how students can earn points based on how well their response meets the performance levels. For instructors, rubrics help them highlight the growth of a students' skills or knowledge over time.