



**UNIVERSITY OF
SOUTH FLORIDA**
A PREEMINENT RESEARCH UNIVERSITY

**LAE 4464 Young
Adult Literature**

**College of Education
Dept. of Teaching and Learning**

Course Information

Spring 2026
LAE 4464
Wednesdays 1-3:45 PM
EDU 416

Instructor Information

Dr. Arianna Banack
Abanack@usf.edu
Office hours by appointment

COURSE DESCRIPTION

This course examines the construct of Young Adult Literature (YAL) as a genre crafted specifically for adolescents. Using contemporary novels, as well as relevant theoretical and research texts, this course explores how YA literature is defined, what it offers to adolescent readers, and how it is situated in the literary landscape.

COURSE PURPOSES

This course focuses on the study of adolescence through the reading, analysis, and understanding of young adult literature. As future English teachers take this course, it will prepare you to examine issues of adolescents/ce, and we will also consider supportive practices for teaching young adult texts critically in the classroom. The reading and coursework is designed to be rigorous and rewarding.

LEARNING OUTCOMES

1. Analyze and critique a wide range of adolescents' literature across genre and form (as evidenced in book talks, classroom discussions, and weekly reflections).
2. Examine research and theories of adolescence through a range of scholarly sources and (re)consider our own assumptions (as evidenced in class discussions and application of theories)
3. Evaluate the purpose of literature that is written explicitly for adolescents and the value of using this literature for classroom instruction (as evidenced in each course requirement, particularly the Reading Portfolio assignment).

This course Addresses the Following NCTE Standards (2021) for the Initial Preparation of Teachers of English Language Arts 7-12:

Component 1.2 Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.

Component 2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.

Component 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

REQUIRED TEXTS

For this course, you will be required to read a variety of young adult/adolescent literature, from a multitude of genres and representing a wide spectrum of authors. You may choose to purchase the books or check them out from a public library. Audiobooks and ebooks are allowed!

[Join the Assembly on Literature for Adolescents of NCTE \(ALAN\) for the \\$10](#) student membership– **required**.

Whole class texts Books 1-4:

- [Firekeeper’s Daughter](#) by Angeline Boulley
- [Long Way Down](#) by Jason Reynolds
- [Free Lunch](#) by Rex Ogle
- [Almost American Girl](#) by Robin Ha

Choice readings (For each row, pick one book to read from column A or B or C) I believe in choice. You will select any one book from each row. Audiobooks count as reading. We will read these in the order listed.

	A	B	C
Book 5 <i>2025 Award Winners</i>	The Teacher of Nomad Land by Daniel Nayeri (National Book Award)	Brownstone by Samuel Teer (Michael L. Printz Award)	Everything We Never Had by Randy Ribay (APALA Award)
Book 6 <i>Environmental fiction</i>	The Dead of Summer by Ryan La Sala	This is the Year by Gloria Muñoz	Global by Eoin Colfer and Andrew Donkin
Book 7 <i>Inspired by the classics</i>	Self Made Boys by Anna-Marie McLemore (Great Gatsby Retelling)	An Impossible Thing to Say by Arya Shahi (Inspired by Shakespeare)	Salvación by Sandra Proudman (Zorro retelling)

Choice Readings for Portfolio

For the remaining six choice readings, you can select your own diverse young adult or middle grade books.

- **Book guidelines:**
- Books must be middle grade or young adult books published in the past **SIX years** and **with a wide range of experiences** represented.
 - [We Need Diverse Books](#) has a definition of diversity which may be useful when thinking about different types of experiences to ensure your portfolio reads across:
 - “We recognize all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities*, and ethnic, cultural, and religious minorities. *We subscribe to a broad definition of disability, which includes but is not limited to physical, sensory, cognitive, intellectual, or developmental disabilities, chronic conditions, and mental illnesses (this may also include addiction). Furthermore, we subscribe to a social model of disability, which presents disability as created by barriers in the social environment, due to lack of equal access, stereotyping, and other forms of marginalization.”
- Do not read more than 1,000 pages of one genre. Aim for variety.

Course Activities and Expectations:

All course activities and descriptions are described below. You can expect to submit all of your assignments via our course page on Canvas. The course calendar and assignments may change during the semester.

Attendance Policy/Community Involvement:

Your regular attendance, punctuality, and meaningful participation are required components of this course and are critical for your success. If you miss class for any reason or know in advance that you will miss class, it is your responsibility to keep up with your assignments and to communicate with your classmates about any announcements, class notes, etc.

You will receive credit for every day that you come to class. This credit will accumulate across the semester. If you do not come to class, you cannot make up this credit. **You cannot pass this course if you miss three or more classes.** Please see me with any questions or concerns about your attendance.

Grading Scale

In this class grades reflect the sum of your achievement throughout the semester. You will accumulate points as described in the activities and expectations portion above. At the end of the semester, final grades will be calculated by adding the total points earned and translating those numbers into the following letters.

A+: 97-100 A: 94-96 A-: 90-93 B+:87-89 B: 84-86 B-: 80-83 C+:77-79 C:
74-76 C-: 70-73 D: 64-66 D-: 60-63 F: 59 and below

Assignments and Assessments

Assignments and Assessments	Due Date	Points
Join ALAN	1/21	10
Choice Reading Portfolio	Draft 3/11 Final 4/22	40
ALAN Picks submission *	Draft 2/18 Final 3/4	30
Padlet Pairing Project	4/8	20
Final Project	Proposal due (in class) Final due	40
Community Involvement	Weekly	45

Course assignments are subject to change. Excessive absences override all of these noted percentages for class assignments.

**Critical Task Submission:*

1st Submission. Any student who fails to earn a passing score in their initial submission of a Critical Task will either:

- Be assigned, at the discretion of the instructor, an “F” grade in the course.
- Be allowed, at the discretion of the instructor, to resubmit a passing, revised artifact within a week of notification of their grade. The resubmission may only be for the purpose of meeting the minimum 3 score and may not affect the course grade. A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one-letter grade deduction from the final grade (at minimum).

2nd Submission. Students who fail to attain a passing score (highest grade possible on a resubmission) on their second submissions, will be assigned an “F” grade in the course and whatever grade earned for the Critical Task.

ALAN Picks Submission

Independently, you will work on an ALAN Picks submission for a text of your choosing. The guidelines can be found online as well as detailed below: <https://alan-ya.org/publications/alan-picks-2/>. You will turn in a first draft of this assignment to receive feedback before submitting it to ALAN Picks (**draft due 2/18. Final due 3/4**) Examples are also located online under the tab “The NEW ALAN Picks Archives” <https://alan-ya.org/publications/alan-picks-2/#ALAN-Picks-Archives>.

The new ALAN Picks book reviews must include the following components:

- Text details: Title, author, publication date, publisher, page number, ISBN and genre
- A brief synopsis (no more than one paragraph)
- A comprehensive review of the text
- Thematic connections and possible essential questions that support the close reading of the text
- Culturally responsive and sustaining teaching strategies and activities that encourage student engagement with the text
- Culturally responsive formative and/or summative assessments that could be used with the text
- Optional Components:
 - Author Interviews or Q&A (Typed or Electronically-Recorded): that include but are not limited to the following: discussion on the writing process, crafting decisions, inspiration or motivation (Note: The interview can be arranged following the acceptance of the review for publication in the new ALAN Picks, but intent for the interview should be included in the review submission.)
 - YA author interviews should be accompanied by written permission for publication in ALAN Picks from the interviewed author(s). Interviewers should indicate to the author(s) that publication is subject to review by the ALAN Picks Editor.
 - Multiple books: If you have two or more books that would complement each other via simultaneous engagement with those texts in the classroom
 - Additional Research Components
 - Other Creative Components: If you have an idea for an additional component that would complement your review submission feel free to include your idea in the submission. We want to always embrace creativity! Remember ALAN has social media, so Twitter Chats and Instagram Lives are a possibility

Review Format

- **Spacing:** Reviews should be 1.5 spaced
- **Quotations:** If you are reviewing an ARC, please check with the publisher regarding their quotation guidelines. Longer quotations and complete poems or short stories must be accompanied by written permission from the copyright owner.
- **Subheadings:** reviewers are encouraged to use subheads to delineate the different portions of their review (Synopsis, Review, teaching strategies, assessment possibilities, thematic ideas/essential questions, etc)
- **Images:** Any images of the book and/or author should be in .jpg format and sent as an attachment when the submission is emailed
- **Reviewer Biographical Information:** Each author of the review should include their name, position/job title and work location (school, university, library, etc) including city and state, at the end of the review.

See tips from the editor [here](#).

Choice Reading Portfolio

Read a total of **SIX choice books** written for and about adolescents and create a [portfolio](#) demonstrating your synthesis of the readings. Half of the portfolio will be due halfway through the semester (**draft due 3/11**) so I can provide feedback on each assignment. The final draft is **due 4/22**

The portfolio must include

1. A cover page listing the books, total number of pages, and a signed honor statement that you read the books during the fall semester. Make a copy of the [template](#) linked. This template outlines the guidelines for the assignment.
 1. Must be middle grade or young adult books within the last SIX years (2020-2026).
 2. Must represent a wide range of experiences
 3. No more than 1,000 pages of the same genre
 4. No repeating authors more than twice
 5. Six total books
2. A one-pager for each of the books that you read. One-pagers must fit on one side of a piece of paper and be more than a simple drawing or copy-and-pasting of internet images. Along with each one pager please write a short explanation of what you created.

Padlet Pairings **due 4/8**

Create a Padlet with these sections:

Select 4 required readings in your current placement/former placement/ or imagined future classroom.

- Select 5 supplemental materials to pair with the required readings. The supplemental materials need to include:
 - 2 excerpts from a YA book/short story/poem
 - 1 multimedia source (podcast, interviews, social media post, videos)
 - 1 connection to current events
 - 1 additional resource of your choosing
- For each resource, you need to provide a written explanation (or record a video on Padlet!) as to why you selected it and how it will support students in developing their understanding of the text and society.

Final Project

You will design a project for the final exam that meets your personal and professional needs and passions. I will show [exemplary projects](#) in class, but I recommend that you design a project that you will find exciting. We will dedicate some class time to help you determine, workshop, and independently work on this project, but you will complete most of the work outside of class. You will present your project during the last week of class. **Proposal due . Final due**

Course Schedule:

All readings uploaded to **Canvas and/or linked to the syllabus**

Week	Day	Class Plan	Homework (Due This Day Before Class)
1	1/14	Introductions	Getting to know you form
	Slides	Introduce HS Student pairings	Book 1: Long Way Down by Jason

	**class ending at 3.	Watch The Evolution of YA video What's present? What's missing? Definitions of Adolescents/ce and Young Adult Literature Introduce Reading Portfolio.	Reynolds (Read First Half)
2	1/21 Slides	Read Ginsberg Prologue Preparing Teachers with Knowledge of Children's and Young Adult Literature Windows, Mirrors, and Sliding Glass Doors Video (Bishop, 2015) Telescopes (Toliver, 2021)	Book 1: Long Way Down by Jason Reynolds (Read Second Half) Join ALAN (submit a screenshot of confirmation to Canvas)
3	1/28 slides	Trauma informed practices	Book 2 <i>Free Lunch</i> (first half) Warm demanders article
4	2/4 Slides	Trauma informed practices Introduce ALAN Picks Project	Book 2 <i>Free Lunch</i> (second half)
5	2/11 Slides **class ending at 3.	Book Bistro	Book 3 Firekeeper's Daughter by Angeline Boulley (first half) Bring one (or two) one pagers to class for Book Bistro.
6	2/18 Slides	ALAN Picks Workshop	ALAN Picks Draft Due
7	2/25 Slides	Workshop day: Asynch! Schedule a meeting with me if you need!	
8	3/4 **class ending at 3.	Appleman's Literary Theory: A Sampling of Critical Lenses Each group selects a theory and reads the book through that lens. Design a visual representation of that reading to share with the class.	Book 3 Firekeeper's Daughter by Angeline Boulley (second half) ALAN Picks Final Due
9	3/11 Slides	Book Bistro Workshop day. Peer workshop ALAN Picks/ Final Project/ Reading day/ Portfolio.	Bring 2 new one pagers to class for Book Bistro. Submit draft of reading portfolio on Canvas (3-4 one pagers total) by end of class.

10	3/18	Spring Break	
11	3/25 Slides	Final Project workshop (submit proposal by the end of class) Workshop day. Peer workshop final Project/ Reading day/ Portfolio.	Strickland (2025)--> reading uploaded to Canvas Book 4 finished
12	4/1	Buzzworthy: Keep It Current, Keep On Reading Starred Reviews Book Awards/Lists Mock Book Awards	Book 5 (first half) Explore “Best of” lists (or similar) and try to determine recent (2025-2026) trends in YA literature. Come to class with one trend you identified.
13	4/8 Class ends at 3**	Reimagining the classics	Book 5 (second half) Padlet Pairings Due
14	4/15	Asynch work day– finish your reading portfolio for next week!	Asynch work day– finish your reading portfolio for next week!
15	4/22	Final book Bistro	Bring in 2 new one pagers to class for Book Bistro. Reading Portfolio due
16	4/29	Celebration!	Bring in final project!
17	T 5/6	NO CLASS. FINALS WEEK	Final project due by 9 PM

I. **Course Policies: Grades (as applicable)**

Extensions Policy: Twice in a semester, a student may elect to take an extension of up to 1 week for an assignment, given the student follows this procedure:

- Contact Dr. Banack via email in advance of the due date of the assignment to notify her that an extension is needed. Include in the email the name of assignment and the date you will turn it in. You must submit the assignment within 1 week of its original due date. This guideline is to make sure an extension does not cause you to fall behind with subsequent work in the course.
- Within 1 week of the original due date, resubmit the assignment on Canvas.

Grades of “Incomplete”: The current university policy concerning incomplete grades will be followed in this course.

- *For undergraduate courses:* An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

II. Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Definition of Generative AI

Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc. The use of Generative AI tools is generally not permitted as a tool to generate the content for course-related submissions, including discussion board posts, papers, and other forms of assessment.

Not Permitted

- Students are not permitted to use ChatGPT or other content generators to summarize assigned readings, conduct research, generate discussion questions, compose their arguments or stance on an issue, or to develop substantial written content for discussion boards or papers.
- Students are not permitted to use Generative AI for tasks that require students to develop and apply higher order thinking skills independently. Students may not use Generative AI to complete the substantial work of researching, summarizing, synthesizing, analyzing, arguing, or otherwise expressing ideas about previously published content as well as authoring original content.

Permitted

- Students are permitted to use editing tools such as Grammarly to improve grammar, spelling, sentence structure, formatting or for other copyediting features to strengthen their original writing.
- Students are permitted to use citation tools to help them with accurate APA citations, including producing correctly formatted in-text citations and generating reference pages.
- Students are permitted to use Generative AI for tasks that may otherwise be completed by an editor or writing coach, such as proofreading, clarity, and writing style as long as these tools are used as a supplemental resource (i.e., as an editor) to strengthen students’ original written content and not as the primary means of completing assignments.

Violation Consequences

- Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade (including receiving a zero on the assignment) to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027). If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

III. Course Policies: Student Expectations

Attendance Policy:

Your regular attendance, punctuality, and meaningful participation are required components of this course and are critical for your success. If you miss class for any reason or know in advance that you will miss class, it is your responsibility to keep up with your assignments and to communicate with your classmates about any announcements, class notes, etc.

You will receive credit for every day that you come to class. This credit will accumulate across the semester. If you do not come to class, you cannot make up this credit. **You cannot pass this course if you miss three or more classes.** Please see me with any questions or concerns about your attendance.

Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

[Office of Student Success website for the Tampa campus.](#)

[Office of Student Success website for the St. Pete campus.](#)

[Office of Student Success website for the Sarasota-Manatee campus.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

[Center for Victim Advocacy website for the Tampa campus.](#)

[Center for Victim Advocacy website for the St. Pete campus.](#)

[Center for Victim Advocacy website for the Sarasota-Manatee campus.](#)

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates.

Appointments are recommended, but not required. For more information, email

[asctampa@usf.edu.](mailto:asctampa@usf.edu)

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email

[writingstudio@usf.edu.](mailto:writingstudio@usf.edu)

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Important Dates to Remember

Please understand that all dates and assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the [Academic Calendar](http://www.usf.edu/registrar/calendars) at <http://www.usf.edu/registrar/calendars>