This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: Adolescent Literature

Unit Code: EL265

Awards: Bachelor of Education (Primary) - Stream A: General Primary - English minor
Bachelor of Education (Middle Years) - English minor
Bachelor of Education (Secondary) - English teaching area
Bachelor of Arts/Bachelor of Education (Secondary) - English major/minor

This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.

Core/Elective: Elective

Prerequisite: EL170 Introduction to Fantasy and Science Fiction
10 credit points of 100-level EL units

Mode: Internal

Delivery/Contact hrs:
- Class contact: 33 hours
- Engagement with unit materials: 44 hours
- Assignment preparation: 63 hours
- Total: 140 hours

Unit Rationale:
This unit is designed for people who have an interest in adolescent and young adult literature, and who want to know what young people are reading. The early adolescent years are normally defined as that period between the ages of 10 to 14 years, and the years of young adulthood as that from 15 to 18 years. These, of course, are arbitrary distinctions, as young people do not develop physically, mentally, socially, or spiritually at a uniform rate.

The unit is based on a number of novels and some poetry that portray teenagers in a wide variety of roles. Through reading, writing, and class discussion, students will come to a better understanding of what literary genres are available, and to appreciate the various elements of literature: plot, characterisation, setting, theme, style, and point of view. They will also gain an appreciation of how young people learn through the reading of literature.

During the early adolescent years, young people experience a series of profound changes. They must contend with the physical changes of puberty, with more complex cognitive abilities, with a new focus on the centrality of friendship and other peer relationships, with the beginnings of the search for self and with a growing questioning of who they are, who God is and with where they stand in relation to various philosophical positions. The literature that is chosen for them should be based on an accurate understanding of the nature and needs of these adolescents. Gender should also be taken into account.

During the young adult (later adolescent) years, new psychological changes occur as the young person is confronted with an increasing variety of social and cultural contexts, further complexity in conceptual thought, and an increasing confirmation or an increasing change of philosophical beliefs.

Learning Outcomes:

On completion of this unit, students will have provided evidence that they have:

1. Developed an understanding of and an appreciation for the nature and needs of both the adolescent and the young adult as readers;
2. Related the historical development of adolescent and young adult literature in the English-speaking world;
3. Identified the contributions of notable authors in these areas of literature;
4. Appreciated the wide variety of adolescent and young adult texts, using the traditional elements of plot, theme, setting, characters, style, and point of view;
5. Analysed in some depth some of the most crucial issues involved in these types of texts - for example, censorship of certain texts, cultural diversity, gender considerations;
6. Explored the importance of these texts in promoting personal and social growth, and moral and spiritual values;
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of the unit: Definitions of adolescence and young adulthood; history of adolescent and young adult literature</td>
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<tr>
<td>2</td>
<td>The process of reading: Critical approaches to adolescent and young adult literature</td>
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<tr>
<td>3</td>
<td>Effects of gender, class, etc. on the selection of novels</td>
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<td>4</td>
<td>Selection and evaluation Writing on the World Wide Web</td>
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<tr>
<td>5</td>
<td>The Australian adolescent novel</td>
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<tr>
<td>6</td>
<td>Genres - Fantasy; Romance</td>
</tr>
<tr>
<td>7</td>
<td>Genres - Science Fiction; Historical Fiction</td>
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<tr>
<td>8</td>
<td>Genres - Humour</td>
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<tr>
<td>9</td>
<td>Genres - Adventure</td>
</tr>
<tr>
<td>10</td>
<td>Genres - Mystery</td>
</tr>
<tr>
<td>11</td>
<td>Christian Fiction</td>
</tr>
</tbody>
</table>

## Set Text Requirements:

At least three adolescent novels and five young adult novels from the list below:

### Adolescent Literature
- *The Lion, the Witch, and the Wardrobe*  
  CS Lewis
- *Eagle Island*  
  Allan Baillie
- *The Cay*  
  Derek Strange
- *I Am David*  
  Anne Holm
- *Playing Beatie Bow*  
  Ruth Park
- *Black Beauty*  
  John Davage
- *Charlotte’s Web*  
  EB White
- *Wind in the Willows*  
  Kenneth Grahame
- *The Silver Sword*  
  Ian Serraillier
- *The Outsiders*  
  SE Hinton
- *The Pigman*  
  Paul Zindel
- *Summer of My German Soldier*  
  Bette Greene
- *Gifted Hands*  
  Ben Carson
- *So Much To Tell You*  
  John Marsden
- *Hatchet*  
  Gary Paulsen
- *Romeo and Juliet*  
  William Shakespeare
- *To Kill A Mockingbird*  
  Harper Lee
- *The Hiding Place*  
  Corrie Ten Boom
- *The Hobbit*  
  JRR Tolkien
- *Lord of the Flies*  
  William Golding
- *I Heard the Owl Call My Name*  
  Margaret Craven
- *The Diary of Anne Frank*  
  Anne Frank
- *The Merchant of Venice*  
  William Shakespeare
- *And the Big Men Fly*  
  Alan Hopgood
Young Adult Literature

- *Tomorrow When the War Began* by John Marsden
- *Nineteen Eighty-Four* by George Orwell
- *Animal Farm* by George Orwell
- *Fahrenheit 451* by Ray Bradbury
- *Fly Away Peter* by David Malouf
- *Remembering Babylon* by David Malouf
- *Cry the Beloved Country* by Alan Paton
- *The Colour of Water* by James McBride

Some modern texts

**Recommended Readings:**


Kaywell, J 2000, *Adolescent Literature as a Complement to the Classics*, vol. 4, Christopher-Gordon, Norwood, MA.


Stringer, SA 1997, *Conflict and Connection: the Psychology of Young Adult Literature*, Boynton/Cook, Portsmouth, NH.

Trites, RS 2000, *Disturbing the Universe: Power and Repression in Adolescent Literature*, University of Iowa Press, Iowa City.

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper (1500 words)</td>
<td>A critical analysis of several adolescent texts and a discussion of their relevance to adolescents and to their development.</td>
<td>1-2, 4-7</td>
<td>Week 6</td>
<td>40%</td>
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<tr>
<td>Assignment (3000 words)</td>
<td>The presentation of five papers exploring the themes and meanings underlying young adult texts (both novels and poetry), and their importance in promoting personal and social growth and moral and spiritual values, including Christian perspectives.</td>
<td>1-7</td>
<td>Week 11</td>
<td>60%</td>
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**Unit Overview:**

This unit examines the psychological and literary needs of both adolescents and young adults. It explores how fiction (and particularly novels) can meet some of the needs and reflect some of the interests of the young people whom students in the unit will teach in the future. It gives the students an appreciation of what young people like, what they need, and how they can evaluate such texts. It also gives the student teachers an appreciation of Christian Literature for adolescents and young adults.