Syllabus

English 3323.001: Young Adult Fiction & Poetry
Spring 2015, IH 157, 5:30-6:45 TR

Dr. Catherine Quick
FC 286, 825-3025
catherine.quick@tamucc.edu
Office Hours for Spring 2015: M 1-3; T 2:00-3:30; R 4:00-5:30

Catalog Course Description:
Literary study of young adult literature (YAL) through analysis, discussion, and interpretation. The course emphasizes literary issues connected with society, culture, history, and genre.

Student Learning Outcomes
At the completion of English 3323, the student will be able to:

• Apply knowledge of the history, function, themes, and reception of YAL in evaluating literature for the adolescent reader
• Research and write about young adults and young adult literature

Course Goals:
In addition to the Student Learning Outcomes, English 3323 students will:

• Read and analyze works of YAL that represent multiple contemporary trends
• Trace the history and understand the current place of YAL as a literary classification in libraries, schools, and the marketplace
• Explore how YAL connects to larger literary, cultural and educational issues
• Explain how YAL is grounded in the adolescent experience
• Participate in qualitative research on adolescent reading habits and YAL

Textbooks & Materials
Note that only three specific book are required. However, you will be reading a significant number of books, chosen from lists (provided on Blackboard), relevant to course themes. It will be your responsibility to buy, download, and/or borrow the books you choose from these lists.

• Greene, John. *The Fault in Our Stars*, 2012. (At one point, the text was free for downloading at [http://thefaultinourstarspdf.com/](http://thefaultinourstarspdf.com/) No guarantee that it is still available.)

In addition to the books students are required to buy, the instructor will give each student one work of recently published young adult literature on which to write a review and present a book talk. This work will be free of charge and for the student to keep.

Assignments & Grade Distribution
More information on each assignment is available on Blackboard:
1. Capsule Book Reviews (10%): Each student will write two reviews in the style modeled by ALAN Review: 1) practice report on Speak; 2) report on the YA work received from the instructor
2. Literary Analysis essay (20%): Exploration of one of your chosen books from a literary critical perspective
3. Research on the Young Adult (20%): Series of assignments leading to a research report based on data collected from Collegiate High School 9th graders reading The Fault in Our Stars.
4. Writing for the Young Adult (20%) Creative and/or media piece written specifically for a YA audience (includes a reflection essay)
5. Midterm & Final Exam (20%): short answer and essay in format.
6. Other activities (10%): weekly blog posts, creative pieces, discussion, daily in-class low-stakes writing.

**Submitting Assignments**
All final drafts of out-of-class writings must be submitted through Blackboard. All assignments must be submitted in MS Word (.doc or .docx) format, unless the assignment calls for media or visual representations. If you submit the assignment in another format that the instructor cannot open, it will be returned to you for resubmission and will be assigned a late penalty.

**Course Policies**

**Absences**
You have six “sick leave” days, meaning a maximum of six absences without penalty. No documentation or explanation is needed—or wanted. It’s not my place to judge the validity of your reasons—that decision is yours. Just know that: 1) there are consequences to missing class because of missed content, participation credit, and in-class work; and 2) that if you use up your sick leave, your final grade may be lowered by half a letter grade for each day over six missed. There is no such thing as "excused" or "unexcused" absences; these policies will apply no matter what the reason. You do not have to show documentation to the instructor. Here are the details:

- You may take a maximum of six (6) absences, no questions asked and no penalty other than missed in-class work and participation credit.
- To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in significantly late, or refusing to participate in in-class work will result in an absence and zero credit for any in-class work that day.
- Please keep the contact information for another student to find out what you missed.

**Late Work**

- You may turn in most out-of-class assignments up to one week past the due date. However, your grade may be subject to a one-letter late grade penalty.
- No work will be accepted later than one week after the due date.
- In-class assignments and presentations may not be made up

**In-class Conduct**
In general, treat each other and the instructor with respect and follow simple standards of common courtesy. Here are a few specifics:

- Smartphones are incredibly useful learning tools, so it is fine to have them in class. In fact, we will occasionally use them for class purposes. However, please do not abuse this generous policy. Do not text, tweet, Facebook, play games, shop, or constantly check the phone—use them only
for class purposes and pay attention. If there is no class-related reason to have your phone out, please put it away.

- Likewise, laptops & tablets are to be used for English 3323 work only. No shopping, no Facebook, etc.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole.
- When group work is assigned in class, you must work in a group, not as an individual. During group work time, please stay on task and work cooperatively with other group members.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Notice to Student with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Academic Advising
It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in the Glasscock building) for advice on source documentation BEFORE the item is due. For this course, you must use either MLA or
APA citation style. Any grammar handbook and many web sites have directions on correct citation. Click here for MLA documentation rules and here for APA documentation rules.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

Tentative Schedule
Readings for each week will be due at the beginning of that week. Once we begin talking about a topic, it is assumed that you have completed the readings and required weekly blog post.
Yes, you are indeed reading nearly a book a week in this course. Don’t panic! Remember two things: 1) one important goal of this course is that you become familiar with a wide variety of YA. That requires you to actually read a variety! 2) It’s YAL—most of the works (with a few exceptions) are short and not terribly difficult. And you will probably find most of your reading quite enjoyable.

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<tr>
<th>Week/ Dates</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>Week 1: Jan 22</td>
<td>Introduction to the Course</td>
<td>(No readings)</td>
<td>(No Assignments)</td>
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<td>Week 2: Jan 27 &amp; 30</td>
<td>Definitions: Young adults &amp; young adult literature</td>
<td><em>Speak</em> (Laurie Halse Anderson) Garcia, “Reading Unease: Just who, Exactly, is Young Adult Literature Made For?” (Introduction, p. 1-12)</td>
<td>Weekly blog post due Monday, Jan 26 at midnight. 1st Book review due Friday, Jan 31 at midnight</td>
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<td>Week 3: Feb 3 &amp; 5</td>
<td>YAL &amp; Popular culture</td>
<td>Book from Week 3 list Garcia, “Capitalism, Hollywood, and Adult Appropriate of Young Adult Literature” (ch 1, p. 13-36)</td>
<td>Weekly blog post due Monday, Feb 2 at midnight. Free books distributed in class on Feb. 5.</td>
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<td>Week 4: Feb 10 &amp; 12</td>
<td>“What do boys read?” YAL and issues of Gender</td>
<td>Book from Week 4 list Garcia, “Gender and Sexuality and YA: Constructions of Identity and Gender” (ch 4, p. 77-94)</td>
<td>Weekly blog post due Monday, Feb 9 at midnight.</td>
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<td>Week 5: Feb 17 &amp; 19</td>
<td>Young Adults as Readers (Note: class will meet at Collegiate HS at least once during weeks 5 and 6)</td>
<td><em>Fault in Our Stars.</em> (John Greene) Online article TBA.</td>
<td>No weekly blog post. Second book review due by midnight on Friday Feb. 20.</td>
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<td>Week 6 Feb 24 &amp; 26</td>
<td>Young Adults as Readers, continued (Note: class will meet at Collegiate HS at least once during weeks 5 and 6)</td>
<td>No additional readings this week</td>
<td>No weekly blog post. Post interview notes by Friday, Feb 27 at midnight.</td>
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<td>Week 7: Mar 3 &amp; 5</td>
<td>Multicultural YAL</td>
<td>Book from Week 7 list Garcia, “More than Mango Street: Race, Multiculturalism and YA” (ch. 2, p. 37-58)</td>
<td>Weekly blog post due Monday, Mar 2 at midnight. Research Report on the Young Adult as reader due March 6 at</td>
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<td>Week</td>
<td>Topic</td>
<td>Book/Article Details</td>
<td>Due Date</td>
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<td>Week 8</td>
<td>Mar 10 &amp; 12</td>
<td><em>Multicultural YA, continued</em> Book from Week 8 List</td>
<td>Weekly blog post due Monday Mar 9 at midnight.</td>
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<td><strong>SPRING BREAK!(March 17 &amp; 19)</strong></td>
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<td>Week 9</td>
<td>Mar 24 &amp; 26</td>
<td><em>Classic YA—the Problem Novel</em> Book from Week 9 list</td>
<td>Weekly blog post due Monday, Mar 23 at midnight.</td>
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<td>Online Article TBA.</td>
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<td>Week 10</td>
<td>Mar 31 &amp; Apr 2</td>
<td><em>Adults &amp; YA—the Crossover Novel</em> Book from Week 10 list</td>
<td>Weekly blog post due Monday, Mar 30 at midnight.</td>
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<td>Article: Jonathan Hunt, “The Crossover Novel” (on Blackboard)</td>
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<td>NOTE: the books from this week’s list tend to be longer and more complex than usual. You may wish to pick early and read over Spring Break.</td>
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<td>Week 11</td>
<td>Apr 7 &amp; 9</td>
<td><em>The Younger Crowd—YAL and Tween culture</em> Book from Week 11 List</td>
<td>Weekly blog post due Monday, Apr 6 at midnight.</td>
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<td>Online reading TBA.</td>
<td>Literary Analysis paper due by midnight on Friday April 10</td>
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<td>Week 12</td>
<td>Apr 14 &amp; 16</td>
<td>Writing for YA Garcia, “Grassroots YA: Don’t Forget to be Awesome”</td>
<td>Weekly blog post due Monday, Apr 13 at midnight.</td>
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<td>Week 13</td>
<td>Apr 21 &amp; 23</td>
<td>Novels in Poetry Book from Week 13 list</td>
<td>Weekly blog post due Monday, Apr 20 at midnight.</td>
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<td>Week 14</td>
<td>Apr 28 &amp; 30</td>
<td>Graphic Novels Book from Week 14 list</td>
<td>Weekly blog post due Monday, Apr 27 at midnight</td>
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<td>Week 15</td>
<td>May 5</td>
<td>Celebration of Reading &amp; Writing No additional readings</td>
<td>Creative/Media pieces due at class time</td>
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<td>Tuesday</td>
<td>May 12</td>
<td>Final Exam</td>
<td>Final Exam due by 7:00 pm</td>
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