Syllabus

English 3323.001: Young Adult Fiction & Poetry
Spring 2017, OCNR 133, 5:30-6:45 MW

Dr. Catherine Quick
FC 286, 825-3025
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Office Hours (Dr. Quick is available for student consultations in FC 286 or online): M 1-2 pm, T 1-3pm, W 3-5pm, or by appointment.

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:
- Read and analyze a wide variety of works of YAL that represent multiple contemporary trends
- 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:
- 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 one named book is required, Laurie Halse Anderson’s Speak.

However, you will be reading a significant number of books, chosen from themed lists (available on Blackboard), along with some theory articles to help spur discussion about important YAL issues. It will be your responsibility to buy, download, and/or borrow the books you choose from those lists.

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. 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 (15%): Two reviews in the style modeled by ALAN Review: 1) practice review on *Speak*; 2) review 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 explored in the readings (750-1000 words, minimum of two scholarly sources)
3. Research on the Young Adult (25%): Series of assignments leading to a research report based on data collected from Collegiate High School students on their reading habits and attitudes.
4. Writing for the Young Adult (25%): Creative and/or media piece written specifically for a YA audience (includes a 500 word reflection essay explaining why it is YAL). The reflection essay on this piece will serve as your final exam.
5. Daily in-class/low-stakes writing (15%): in-class writings and discussion/activity participation.

**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. Office 365 is now available to TAMUCC students free of charge, so there is no excuse for submitting in the wrong format. 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 four “sick leave” days, meaning a maximum of four 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 four 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 four (4) absences, no questions asked and no penalty other than missed in-class work and participation credit. Note that on certain days, missed in-class work can carry significant penalties.
- 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 may 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, unless specified otherwise in the assignment. 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 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 ENGL 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.

University Academic Policies

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

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.

Disability Services
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, Room #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 at (361) 825-5816.

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 Appeals Process
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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.

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.

Yes, you are indeed reading a book a week in this course. It does seem like a lot, but 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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<td>Week 1: Jan 18</td>
<td>Introduction to the Course</td>
<td>(No readings)</td>
<td>(No Assignments)</td>
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| Week 2: Jan 23 & 25 | Definitions: Young adults & young adult literature | *Speak* (Laurie Halse Anderson)  
“Reading Unease: Just who, Exactly, is Young Adult Literature Made For?” | 1st Book review due Friday, Jan 27 at midnight |
| Week 3: Jan 30 & Feb 1 | YAL & Popular culture | Book from Week 3 list  
“How Young Adult Fiction Came of Age,” and “The Rising Popularity of Dystopian Literature.” | Free books distributed in class on Feb. 1. |
| Week 4: Feb 6 & 8 | YAL and issues of Gender | Book from Week 4 list  
“Girlness & Guyness: Gender Trouble in Young Adult Literature” |                                             |
| Week 5: Feb 14 & 16 | Writing for YA—YA Authors | Book from Week 5 list  
Videos: YA authors in their own words |                                             |
| Week 6: Feb 21 & 23 | Young Adults as Readers | Collegiate High School project—no readings | Second book review due by midnight on Friday Feb. 25. |
| Week 7: Feb 27 & Mar 1 | Young Adults as Readers, continued | Collegiate High School project, continued.  
Wednesday: Book review mini-presentations | No weekly blog post.  
Post interview notes by Friday, Mar 3 at midnight. |
| Week 8: Mar 7 & 9 | Multicultural YAL | Book from Week 8 list  
“Can Children’s Authors End Publishing Industry Prejudice?”  
Explore website: We need Diverse Books | Weekly blog post due Monday, Mar 9 at midnight.  
Research Report on the Young Adult as reader due March 11 at midnight |

SPRING BREAK! (March 14 & 16) [See Week 11]
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<th>Week 9: Mar 20 &amp; 22</th>
<th>Multicultural YAL, continued</th>
<th>Book from Week 9 List Online reading TBA</th>
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<td>Week 10 Mar 27 &amp; 29</td>
<td>Classic YA—the Problem Novel</td>
<td>Book from Week 10 list “The Problem of the Problem Novel.” Draft of Literary Analysis paper due March 31 at midnight</td>
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<td>Week 11 Apr 3 &amp; 5</td>
<td>Adults &amp; YA—the Crossover Novel</td>
<td>Book from Week 11 list Article: Jonathan Hunt, “The Crossover Novel” (on Blackboard) 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 12 Apr 10 &amp; 12</td>
<td>The Younger Crowd—YAL and Tween culture</td>
<td>Book from Week 12 List “What Characterizes Tween Literature?” Literary Analysis paper due by midnight on Friday April 14</td>
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<td>Week 13 Apr 17 &amp; 19</td>
<td>Novels in Poetry</td>
<td>Book from Week 13 list Online article TBA</td>
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<td>Week 14 Apr 24 &amp; 26</td>
<td>Graphic Novels</td>
<td>Book from Week 14 list “Old Media, New Media: the Graphic Novel as Buildungsroman”</td>
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<td>Week 15 May 2</td>
<td>Celebration of Reading &amp; Writing</td>
<td>No additional readings Creative/Media pieces (in almost complete rough draft form) due at class time May 2. Final draft due by midnight on May 6</td>
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<td>Wednesday, May 10</td>
<td>Final Exam</td>
<td>4:30-7:00 pm. Final Exam (reflection essay)</td>
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