

San Jose State University
College of Humanities & Arts/Department of English
& Comparative Literature
ENGL 112B.01: Literature for Young Adults, Fall 2015

Instructor:	Dr. Shannon Hervey
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Office Hours:	Tuesday 9am – 11:30am and/or by appointment
Class day/time:	Wednesdays, 4:30 – 7:15
Classroom:	Boccardo Business Center 125

Course Website

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our course's Canvas website. We also have a course website at <https://sjsuyalit.wordpress.com/> that will function as a class blog and discussion site.

Course Description

English 112B is an introduction to the multiple genres of contemporary young adult literature. It is an upper division English literature course designed to introduce adult readers to young adult literature, a genre most commonly written for adolescents between the ages of 13-18. You will read a range of YA texts written by award-winning authors, which we will discuss from the perspectives of genre, theme, representations of adolescence and adulthood, and approaches to interpretation. Those pursuing degrees in English Education will be given the opportunity to consider pedagogical approaches while others will consider the texts from a literary or sociocultural perspective.

“Young Adult Literature” is a problematic category of which many scholars and book marketers have attempted to pin down. In this course, we will try to create our own working definition of what makes a text “young adult.” Why, for instance, are *The Catcher in the Rye* and *Perks of Being a Wallflower* shelved in the “Fiction” section of the bookstore while *The Color Purple* and *The Book Thief* are shelved in the “Young Adult” section? Reading a wide range of narratives that deal with themes both found in the classic bildungsroman and not, we will explore depictions of class, race, ethnicity, gender, and sexuality. We will also examine how notions of the domestic sphere and the social sphere are articulated in relationship to gender and identity politics.

Course Learning Outcomes

Student Learning Goals & Objectives: Department of English & Comparative Literature

I. Students will demonstrate the ability to

- 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

The specific ways these CLOs are assessed in ENGL 112B are through

- 1) the Literary Analysis paper requirement that requires students to demonstrate their ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**CLO 1**); and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (**CLO 3**). Student grades from the second of the Literary Analysis papers will be used for assessment of **CLOs 1 and 3**.
- 2) the Book Talk project demonstrates students' abilities to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**CLO 1**).
- 3) the Annotated Bibliography assignment requires students to develop and carry out research projects, and to locate, evaluate, organize, and incorporate information effectively (**CLO 4**).
- 4) the YA texts chosen for this course all reflect complex relationships between culture and history, and so the writing assignments (the Literary Analysis, Book Talk presentations, and Annotated Bibliography) all will be used for the assessment of **CLO 5**.

Required Texts/Readings

Textbook

Disturbing the Universe: Power and Repression in Adolescent Literature by Roberta Seelinger Trites, ISBN: 978-0877458579, available through amazon.com
Other readings will be posted to our course's Canvas site.

****Note**** You need to print out the handouts needed for each class prior to the class meeting. Only with special permission will you be able to use laptops or e-readers in class since too many students fail to pay attention and participate in class when they use laptops or e-readers.

Other Required Readings

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz

Walk Two Moons by Sharon Creech

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Going Bovine by Libba Bray

Looking for Alaska by John Green

Feed by M.T. Anderson

A Monster Calls by Patrick Ness

Thirteen Reasons Why by Jay Asher

Love Letters to the Dead by Ava Dellaira

Library Liaison

Toby Matoush: Email: Toby.Matoush@sjsu.edu; Phone: 408-808-2096

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- 1) Thorough and conscientious reading of the text/text materials and all assigned novels, as well as readings for your unit of study or annotated bibliography project.
- 2) A 4 - 5 page literary analysis paper for **two** of the required novels (**CLOs 1 & 3**)
- 3) An in-class midterm in the short-essay answer form. You will be asked various questions about the scholarly work we have read so far and then asked to apply some of these critical analyses to the YA literature we have read up to this point in the term. (**CLO 3**)
- 4) In each class session, we will do 20 minutes of “Sustained Silent Writing”—your writing in these SSW times might provide the basis for one of your papers, response to ideas raised during class discussion or response to the book talks presented, or response to literature we’ve read. Please keep a composition book (not a bulky binder) with the writing from each of the SSW times and plan to submit it for review every third week. This writing is part of the participation grade as well as the requirement for upper level literature courses of 5000 words of writing.
- 5) Book Talk Presentations (**CLO 1**)— For one Book Talk, you will read a novel of your choice from a list of eligible YA novels—everyone in the class will read a different novel, giving us an introduction to about 35 books (you will choose a book not already assigned in the syllabus). There will be a sign-up for the presentation dates early in the term. Book Talk presentations will include
 - a. an 8 - 10 minute oral presentation
 - b. Handouts for the class which include at least 3 key quotes from the book **and an explanation of their significance**, important information about the

author, connections to critical analyses we've read so far, a literary response, and/or teaching tips/resources for the book. You should also include some kind of hypothesis as to why this book was included in the "YA" category and what you think of this classification.

- c. a rationale for why others should or should not read this novel
- d. analysis of the text complexity

You will give a second Book Talk presentation (or "article talk" presentation) on a scholarly work in the field that deepens our investigation in the field of YA literature. You will provide a short summary and review of the work and how we might apply new theories to texts we've read using this author's ideas. This presentation will be on a scholarly work *not* assigned in the syllabus.

- 6) Annotated Bibliography or Unit of Study
 - a. Annotated Bibliography: In preparation for the research paper, you will create an annotated bibliography of 10 – 15 items. The research paper will be in answer to a critical question in the field of YA literature.
 - OR
 - b. Unit of Study Plan (for those who are English Preparation for Teaching/Multiple Subject majors): In preparation for the research paper, you will create a "Unit of Study Plan," delineating how you would teach a particular progression of YA novels to a high school audience. **(CLO 4)**
- 7) Research Paper/Unit of Study Rationale (6 – 8 pages): Depending on what assignment option you chose from number 6 above, you will write a research paper or a Unit of Study Rationale that showcases your familiarity with the subject matter, your ability to articulate the complex scholarly arguments discussed throughout the term, and your competency in sustaining a coherent argument supported by research. **(CLO 1, 3, 4, and 5)**
- 8) Final Exam – The final exam will be a comprehensive, short-essay answer exam where you will showcase your knowledge of the field of YA literature.
- 9) Online Discussion/Blog Posting – We will frequently use our course website as a digital space to continue our in-class discussions.

Grading Information and Breakdown:

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. Your best efforts are expected and appreciated, but effort alone may not assure the highest grade if the writing or presentation does not meet the criteria for the assignment.

Grade Breakdown:

Assignment	% of Grade
Literary Analysis 1	10%
Literary Analysis 2	15%
Midterm	5%
Sustained Silent Writing	5%
Book Talk Presentations	15% (7.5% each)
Annotated Bibliography/Unit of Study	10%

Research Paper/Unit of Study Rationale	20%
Final Exam	5%
Online Work	15%
Total	100%

Classroom Protocol

Attendance/Participation: According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” When a class meets only once a week, we cover an incredible amount of material, which simply can’t be made up. Come on time and stay for the full class session. I also believe in student-directed learning that suggests you want to be present at every class to get all you can from the course. **Any absence will affect your overall grade in the course since writing activities, discussion, and other participative activities cannot be made up.**

** Out of consideration for your classmates and so you can give your undivided attention to class activities, no cell phones, iPhones, texting etc. are allowed; if you are using an e-reader, these should be used only for reading materials for class.

** I do **NOT** accept late papers. IF for some reason you need an exception, you must contact me **IN ADVANCE** of the due date, but the paper may still be accepted as late and the grade lowered.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy located at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of student conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website <http://www.sjsu.edu/counseling>.

English 112B / Literature for Young Adults, Fall 2015 Course Schedule

(This calendar is subject to change to better meet your needs and to adapt to speakers or other changes; Quizzes on Book Talks and course material will be added throughout the semester)

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	In-Class: Introductions. Go over syllabus. Visit course website.
2	9/2	Read: <i>Disturbing the Universe</i> , Chapter 1, pgs. 1 – 20 Read: <i>Aristotle and Dante Discover the Secrets of the Universe</i> (up to pg. 178) Blog: Post at least one original post in response to either reading (or both). Post at least two replies to other student posts. Before Class: Choose a book for your Book Talk and sign up for a Book Talk Presentation. In-Class: Discussion questions, SSW, Literary Analysis Prompt 1
3	9/9	Read: <i>Disturbing the Universe</i> , Chapter 2, pgs. 21 – 53 Read: <i>Aristotle and Dante Discover the Secrets of the Universe</i> (finish) Blog: Respond to Blog Prompt. Reply to at least one other student's post. In-Class: Book Talks, SSW, Discussion questions, Ex. Literary Analysis.
4	9/16	Read: <i>Disturbing the Universe</i> , Chapter 3, pgs. 54 – 83 Read: <i>The Absolutely True Diary of a Part-Time Indian</i> Blog: Respond to Blog Prompt. Reply to at least one other student's post. In-Class: Book Talks, SSW, Discussion Questions, Example Literary Analysis
5	9/23	Read: <i>Disturbing the Universe</i> , Chapter 4, pgs. 84 – 116 Read: <i>Thirteen Reasons Why</i> Blog: Respond to Blog Prompt. Reply to at least one other student's post. In-Class: Book Talks, SSW, Discussion Questions, Example Literary Analysis
6	9/30	Read: <i>Disturbing the Universe</i> , Chapter 5, pgs. 117 – 141 Read: <i>Walk Two Moons</i> DUE: Literary Analysis #1 In-Class: SSW, Discussion Questions
7	10/7	Read: Coats, Karen. "Lacan with Runt Pigs." Read: <i>Going Bovine</i> (through chapter 27, stop at chapter 28) Blog: Respond to Blog Prompt. Reply to at least one other student's post. In Class: Book Talks, SSW, Discussion Questions
8	10/17	Read: Philion, Thomas. "The Age of --- ? Using Young Adult Literature to make Sense of the Contemporary World." Read: <i>Going Bovine</i> (finish) Blog: Post at least one original post in response to class reading. Post at least two replies to other student posts. In-Class: Book Talks, Discussion Questions, Midterm

9	10/21	<p>Read: <i>Love Letters to the Dead</i> (up to page)</p> <p>Blog: Respond to Blog Prompt. Reply to at least one other student’s post.</p> <p>In-Class: Book Talks, SSW, Discussion Questions, Literary Analysis Planning</p>
10	10/28	<p>Read: TBA</p> <p>Read: <i>Love Letters to the Dead</i> (finish)</p> <p>Blog: Post at least one original post in response to class reading. Post at least two replies to other student posts.</p> <p>In-Class: Book Talks, SSW, Discussion Questions, Literary Analysis Planning</p>
11	11/4	<p>Read: Buckingham, David. “Is There a Digital Generation?”</p> <p>Read: <i>A Monster Calls</i></p> <p>Read: <i>Feed</i></p> <p>Blog: Respond to Blog Prompt. Reply to at least one other student’s post.</p> <p>In-Class: SSW, Discussion Questions, Discuss the Annotated Bib/Research Paper (or Unit of Study Plan/Unit of Study Rationale)</p>
12	11/11	<p>Read: <i>Looking for Alaska</i> (up to page 133)</p> <p>DUE: Literary Analysis #2</p> <p>In-Class: SSW, Discussion Questions, Discuss the Annotated Bib/Research Paper (or Unit of Study Plan/Unit of Study Rationale)</p>
13	11/18	<p>Read: Barkdoll, Jayme K., and Lisa Scherff. “‘Literature Is Not a Cold, Dead Place’: An Interview with John Green.”</p> <p>Read: <i>Looking for Alaska</i> (finish)</p> <p>Blog: Respond to Blog Prompt. Reply to at least one other student’s post.</p> <p>In-Class: Book Talks, SSW, Discussion Questions, Discuss the Annotated Bib/Research Paper (or Unit of Study Plan/Unit of Study Rationale)</p>
14	11/25	<p>DUE: Annotated Bib/Unit of Study (Turn in to Canvas. We won’t meet this day for the Holiday. Enjoy the break!)</p>
15	12/2	<p>Read: TBA</p> <p>Blog: Respond to Blog Prompt. Reply to at least one other student’s post.</p> <p>In-Class: Book talks, SSW, Show and tell research progress/research drafting.</p>
16	12/9	<p>Due: Research Paper/Unit of Study Rough Draft – Bring two copies to class with you.</p>
Final	Thursday Dec. 10 th 2:45	<p>Short-Essay answer Final</p> <p>DUE: Research Paper/Unit of Study Rationale</p>