

San José State University
College of Humanities & the Arts/Department of English
& Comparative Literature
ENGL 112B.01: Literature for Young Adults, Fall 2016

Instructor: Dr. Mary Warner
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Office Hours: T: 9:30-11:30; **English Credential Advising Hrs.:** M: 3:00-5:00, T: 9:30-11:30, W: 3:00-5:30, F: 2:30-5:30; To schedule an appointment, please call (408) 924-4425 or stop in the English Dept. Office, FOB 102
Class Days/Time: T: 4:30-7:15
Classroom: Clark Building 238

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

Course Description

English 112B 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. Keep in mind that although the main characters of our novels are children/adolescents, the authors of these books still structure their works with complex literary devices and themes found in adult literature. Young adult literature has been erroneously classified as simple-minded, didactic, and inferior to writing for adults. Traditionally, literature has served not only to entertain but as a conduit for social commentary. This is no different with the genre of YA literature, although some tend to regard this type of writing as “unimportant” because they mistakenly think it exists solely to entertain. Social issues such as death, religion, politics, race, economics, and sexuality are just a few of the common themes this genre of literature tackles. People who disregard YA literature as “inconsequential” fail to recognize the profoundly important role this genre plays in offering commentary on the norms and social mores for

adolescents. It might be helpful to keep in mind that Nicole St. John refers to teenagers as “inexperienced adults,” who can find in literature a safe haven to accrue much worldly experience. In this course, we will examine YA literature in the same manner in which we examine adult literature: we will expand our abilities to think critically, trace relevant themes, and offer analytical assessment of the novels.

Class sessions will involve some lecture, but will primarily be interactive with discussion, in-class writing, Book Talks, and other presentations. You may find it particularly helpful, especially if you are taking the course to fulfill the requirement for middle and/or secondary education, to have a 3 Ring Binder, in which you can assemble resources, handouts and materials related to YA literature. This course, though, is not a methodology course, and I have attempted to tailor assignments with options to address the different majors represented in the class. **An overall goal is to become immersed in the vast selection of YA literature, the more reading you can do and share with your classmates, the richer your experience will be.**

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 Unit of Study or Annotated Bibliography assignment requires students to develop and carry out research projects, and to locate, evaluate, organize, and incorporate information effectively (**CLO 4**).

Required Texts/Readings

Textbook

Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story by Mary Warner, ISBN 978-0-8018-5430-7, available in the SJSU bookstore or through amazon.com or Scarecrow Press: www.scarecrowpress.com; handouts from *Literature for Today's Young Adults* and my own creations available at http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

****Note**** Because we are meeting in CL 238, a Next Generation Classroom, you will be able to see all the readings from *Literature for Today's Young Adults* and my own creations displayed in class. You may want to have a hard copy for further reference, and if you do, you can print these from this link:
http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

Other Readings

After the First Death by Robert Cormier

Speak by Laurie Halse Anderson

We Were Here by Matt de la Peña

Witness by Karen Hesse

The Prisoner of Azkaban by J. K. Rowling (You may also choose to write about one of the other novels—*Goblet of Fire*, *The Order of the Phoenix*, *The Half-Blood Prince* or *The Deathly Hallows*, but as a class we'll do *The Prisoner of Azkaban*)

Whale Talk by Chris Crutcher

Additional web site key to the course: <http://www.alan-ya.org/>

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, all assigned novels, and a novel for Book Talks, as well as readings for your unit of study or annotated bibliography project.

2. A 3 -5 page literary analysis paper for **two** of the required novels; the first paper earns **10% of your course grade**; the second paper earns **15% of your course grade**. The following are the Due Dates for the papers. Anyone doing a Book Talk presentation the same week as one of these assigned papers is eligible for a week's extension. **(CLOs 1 &3)**

3. A Rubric for evaluating the literary analysis papers is available at http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

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|--|--------------------|
| a. Paper on <i>After the First Death</i> | Sept. 20 or 27 |
| b. Paper on <i>Speak</i> | Oct. 11 |
| c. Paper on <i>We Were Here</i> | Oct. 18 or 25 |
| d. Paper on <i>Prisoner of Azkaban</i> | Nov. 1 or 8 |
| e. Paper on <i>Whale Talk</i> | Nov. 15 or Nov. 22 |

***The Field Experience Component (see separate handouts) can replace one of the Literary Analysis Papers—credential candidates are highly encouraged to do this paper. The Field Experience paper is due Nov. 22 or 29.

4. For the book, *Witness*, there will be in-class writing responses on October 18. The writing for *Witness* will comprise **10% of your grade** and is essentially the midterm for the course. **(CLO 3)**

5. 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 folder 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. **The writing is done in-class only. This SSW requirement is 15% of your course grade.**

6. Book Talk/Blog Presentation: You will read a novel selected from a list provided by Professor Warner—everyone in the class will read a different novel, giving us an introduction to about 35 books; you will need to submit your choice to me **via email before Sept. 12** so I can make sure there are no duplicate selections. Beginning September 20, we will have 5 or 6 Book Talks at most class meetings until everyone in the class has presented. There will be a sign-up for the presentation dates during the Sept. 13 class session. Book Talk presentations will include

- 7-8 minute oral presentation
- A hard copy of your Book Talk which includes 3 key quotes from the book **and an explanation of their significance**; the author’s web site & 2 points of interest about the author; literary response and/or teaching tips/resources for the book – for which category of books detailed in Professor Warner’s *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* might be this book be appropriate? Hopefully we’ll be doing the format in a Blog that can be posted on Professor Warner’s web page: <http://www.sjsu.edu/faculty/mary.warner/>
- Rationale for why others should read this novel (in a sense, you’re a salesperson for the book)
- Analysis of the text complexity: qualitative and quantitative

The Book Talk component – because it has oral and written components earns **20% of your course grade, 10% for the oral and 10% for the written (CLO 1)**

7. Unit of Study (for those who are English Preparation for Teaching/Multiple Subject majors) or Author and Critical Annotated Bibliography for non-Credential majors
 - a. A hard copy of the unit of study or the annotated bibliography author and critical material due on the day of your presentation
 - b. Presentation planning session in-class on November 15
 - c. Presentations during **Nov. 29 and Dec. 6** class sessions—include handouts for your peers IF you don't submit an electronic copy that can be posted on Dr. Warner's web site

A more complete description of the project will be provided early in the course. The Unit of Study or Annotated Bibliography project earns **20% of your course grade (CLO 4)**

8. Quizzes, Final Exam, and overall participation earn **10% of the course grade**; The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester.

Grading Policy

Grades: The above requirements equal 100%; I assign numerical values to each assignment according to the following range

A: 91-99 B: 82-90 C: 73-81 D: 64-72 F: 63 and below

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F=failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a "+" or a "-" grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. 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.

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.

**I do not check email on Sundays; please don't look for a response if you send an email those days.

University Policies: Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on the Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 112B / Literature for Young Adults, Fall 2016, 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	T., Aug. 30	Introduction to the course, the syllabus, the instructor, each other; writing activity with the Foreword by Sue Ellen Bridgers in <i>Adolescents in the Search for Meaning</i> ; YA literature inventory—online handouts; Sustained Silent Writing (SSW), Overview of Robert Cormier Chapter 2 – online handouts; ASSIGNMENT: Print and read Ch. 1, pp. 1-31 from <i>Literature for Today's Young Adults (LfTYA)</i> —online handouts; Print from the online handouts: Thesis/ Literary Analysis and Rubrics for the Literary Analysis paper; Read <i>After the First Death</i> ; 1/3 of the class submit SSW folders for 1st check Sept. 6
2	T., Sept. 6	Book Pass activity and Ch. 3 from <i>Adolescents in the Search for Meaning</i> ; Discussion of Ch. 1 from <i>LfTYA</i> ; Guidelines for Literary Analysis papers—discussion of handouts—sample thesis ideas for <i>After the First Death</i> ; SSW ASSIGNMENT: Print and read Ch. 4 from <i>LfTYA</i> ; --online handouts; Print out Ch. 10 –Archetypes-- from online handouts; Finish reading <i>After the First Death</i> ; 1/3 of the class submit SSW folders for 1st check Sept. 13 ; Email Professor Warner with your choice of a novel

Week	Date	Topics, Readings, Assignments, Deadlines
		for the Book Talk Presentation before noon on Sept. 12;
3	T., Sept. 13	Ch. 10 from <i>LfTYA</i> ; Discussion of <i>After the First Death</i> , specifically related to the characteristics of YA lit. from Ch. 1 & of Ch. 4: “Contemporary Realistic Fiction” in <i>LfTYA</i> ; Work with quantitative analysis of YA and canonical texts; Sign-up for Book Talk presentations; Model for Book Talk/Blog presentations—see Elements of Book Talks/Blogs: online handouts; SSW ASSIGNMENT: Literary Analysis Paper due Sept. 20 or 27 for <i>After the First Death</i> ; Ch. 4 from <i>Adolescents in the Search for Meaning</i> ; Read <i>Speak</i> ; 5 Book Talk presenters prepare; 1/3 of the class submit SSW folders for 1st check Sept. 20;
4	T., Sept. 20	5 Book Talk Presentations; Ch. 5 from <i>Adolescents in the Search for Meaning</i> ; Presentation of “A Curriculum of Difference”—sample unit of study ideas and guidelines for the Unit of Study or Annotated Bibliography assignment; SSW ASSIGNMENT: Finish reading <i>Speak</i> ; Print and read Ch. 5 from <i>LfTYA</i> —online handouts; 1/3 of the class submit SSW folders for 2nd check Sept. 27; Literary Analysis paper for <i>After the First Death</i> if using Sept. 27 due date
5	T., Sept. 27	Discussion of <i>Speak</i> and film presentations of novels; DVD of <i>Speak</i> ; SSW ASSIGNMENT: Locate 3 poems you would teach to Young Adults— email the titles of your poems to Dr. Warner before Oct. 3; prepare to talk about 1 of the poems to class on March 3; 1/3 of the class submit SSW folders for 2nd check October 4; 6 Book Talk presenters prepare; Print “I am poems” handouts from online handouts; Read <i>We Were Here</i>
6	T., Oct. 4	6 Book Talk presentations; Discussion Ch. 5 from <i>LfTYA</i> —Poetry, Drama, Humor, & New Media; Sharing of poems; “I am” Poetry Writing activities; Intro on Matt de la Peña; Sign Up for Unit of Study or Annotated Bibliography presentation categories; SSW ASSIGNMENT: Paper for <i>Speak</i> due Oct. 11; Continue reading <i>We Were Here</i> ; 1/3 of the class submit SSW folders for 2nd check Oct. 11; 6 Book Talk presenters prepare
7	T., Oct. 11	6 Book Talk Presentations; Finish presentation of poems; Discussion

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>of <i>We Were Here</i>; SSW</p> <p>ASSIGNMENT: Print and Read Ch. 8: Of History and History Makers in <i>LfTYA</i>; Ch. 6 in <i>Adolescents in the Search for Meaning</i>; Bring your copy of <i>Witness</i> to class on October 18; Paper on <i>We Were Here</i> due October 18 or October 25</p>
8	T., Oct. 18	<p>Readers' Theatre of <i>Witness</i> and In-class writings that account for 10% of your overall grade; SSW</p> <p>ASSIGNMENT: Print and read Ch. 7 <i>LfTYA</i> – online handouts; 1/3 of the class submit SSW folders for 3rd check Oct. 25; Read <i>The Prisoner of Azkaban</i>; Paper on <i>We Were Here</i> due if using Oct. 25; Book talk presenters prepare;</p>
9	T., Oct. 25	<p>6 Book Talk Presentations; Discussion of <i>The Prisoner of Azkaban</i> and material from <i>LfTYA</i> Ch. 7: "Fantasy, Science Fiction, Utopias, and Dystopias";</p> <p>ASSIGNMENT: Print <i>R & J</i> Oral Summary and <i>Macbeth</i> Plot Game – online handouts; Print and read Ch. 6 in <i>LfTYA</i>—online handouts; Read Chs. 7 & 8 from <i>Adolescents in the Search for Meaning</i>; 1/3 of the class submit SSW folders for 3rd check Nov. 1; Paper for <i>The Prisoner of Azkaban</i> if using the Nov. 1 date; 5 Book Talk presenters prepare</p>
10	T., Nov. 1	<p>6 Book Talk Presentations; Discussion of Ch. 6: Adventure, Sports, Mysteries, and the Supernatural from <i>LfTYA</i>; Ch. 8 from <i>Adolescents in the Search for Meaning</i>; Time permitting work with <i>R&J</i> Oral Summary & <i>Macbeth</i> Plot game; SSW</p> <p>ASSIGNMENT: Read <i>Whale Talk</i>; Paper for <i>The Prisoner of Azkaban</i> if using the Nov. 8 date; 1/3 of the class submit SSW folders for 3rd check Nov. 8; Email Professor Warner with information on your Unit of Study/Annotated Bibliography selections</p>
11	T., Nov. 8	<p>6 Book Talk Presentations; Video of interview with Chris Crutcher; Discussion of <i>Whale Talk</i>;</p> <p>ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check Nov. 15; Paper on <i>Whale Talk</i> due Nov. 15 or 22; *Field Experience paper due Nov. 22 or 29*</p>
12	T., Nov. 15	<p>Finish any remaining Book Talk presentations; Work with <i>The ALAN Review</i> researching topics in YA Literature; Preparation for Oral Presentations of Units of Study/Annotated Bibliographies; SSW</p> <p>ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Nov. 22; *Field Experience paper due if using the Nov. 22 date*
13	T., Nov. 22	Presentation of research topics from <i>The ALAN Review & The SIGNAL Journal</i> ; IF possible: 5 presentations of Units of Study or Annotated Bibliographies ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check Nov. 29 ; Complete Unit of Study/Annotated Bibliographies
14	T., Nov. 29	Presentations of Unit of Study/ Annotated Bibliographies; SSW ASSIGNMENT: Everyone submits SSW folders for Final check December 6 ; December 6 presenters prepare
15	T., Dec. 6	Presentations of Unit of Study/ Annotated Bibliographies; SSW; ASSIGNMENT: Prepare for the Final Exam
Final Exam	T., Dec. 20	5:15-7:30 -- The Final Exam will be a comprehensive essay allowing you to incorporate all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester