

Spring 1-15-2018

ENG 4903-001: Young Adult Literature

Fern Kory
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2018



Part of the [English Language and Literature Commons](#)

Recommended Citation

Kory, Fern, "ENG 4903-001: Young Adult Literature" (2018). *Spring 2018*. 54.
http://thekeep.eiu.edu/english_syllabi_spring2018/54

This Article is brought to you for free and open access by the 2018 at The Keep. It has been accepted for inclusion in Spring 2018 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Dr. Fern Kory

Coleman Hall 3365
office phone 581.6291

fkory@eiu.edu

office hours Monday 10:00 – 11:30
 Tuesday 12:15 – 1:45
 Wednesday 3:00 – 4:30

and by appointment

English 4903: Young Adult Literature

MWF 2:00 – 2:50 Coleman Hall 3290

Textbook

Young Adult Literature: From Romance to Realism (2010), Michael Cart

Trade Books

- 1999 *Monster*, Walter Dean Myers (illus. Christopher Myers)
- 2001 *A Step from Heaven*, An Na
- 2002 *Hole in my Life*, Jack Gantos
Feed, M.T. Anderson
- 2006 *Daisy Cutter: The Last Train*, Kazu Kibuishi
- 2007 *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie (illus. Forney)
The Arrival, Shaun Tan
- 2009 *Claudette Colvin: Twice Toward Justice*, Phillip M. Hoose
- 2014 *Ms. Marvel*, G. Willow Wilson (illus. Adrian Alphona)
Brown Girl Dreaming, Jacqueline Woodson
- 2016 *When We Collided*, Emery Lord

+ Self-Selected Books

ASSIGNMENTS AND OBJECTIVES

We will explore the range of literary works written or marketed as “Young Adult” (YA), for a readership usually defined as 12–18 year olds. Shared and self-selected readings include literature in a variety of formats, forms, and genres from a variety of perspectives.

Readings, discussion, writing assignments, and presentations will require critical analysis of the literary features of these books and invite discussion of the craftsmanship and rhetorical strategies of the authors, artists, and publishers who produce and market them. We will also explore the range of criteria professionals use to evaluate books for young adults, including reader appeal, pedagogical usefulness, and cultural authority. This focus on the merits of individual books will be complemented by a broader consideration of diversity and inclusion in young adult literature.

By the end of this course, you should have a working knowledge of the resources available to the scholars and professionals who work with Young Adult Literature. You should also do some important thinking about young adult readers, literature, and the contexts in which they meet

RESPONSIBILITIES, POLICIES, RESOURCES

1. Keep in touch. If you are experiencing temporary difficulties, contact me as soon as possible.
2. You must complete all major assignments to pass this course.
3. No late work or extra credit will be accepted during the last week of classes.
4. Use current MLA style for the format of papers and documentation of sources in all assignment formats, including oral presentations and blog posts. Be sure you are using the latest version of the MLA Handbook (8th edition) or an up-to-date, reliable print or electronic guide. Assignments with incomplete, inaccurate, old-style, or robot-generated citations will not receive a grade until those issues are resolved. If not resolved in a timely manner, the assignment will receive a zero.
5. Plagiarism is a serious academic offense and a breach of professional ethics. You are plagiarizing if you take all or part of the wording, structure, ideas, information, or visuals from a source and use them in your own work without appropriately identifying and crediting to the source.

I report all incidents related to missing or misleading documentation. These infractions could lead to a failing grade for the assignment or this course and other university penalties.

6. You can talk to a Writing Center consultant about your writing-in-progress and your use of sources at any point in the process, from planning and drafting to revision and editing.

Drop by Coleman Hall 3110 or call 581-5929 for an appointment

➤ Bring the assignment sheet and any sources along with your paper-in-progress

Writing Center Hours: Monday – Thursday 9 am – 3 pm + 6 pm – 9 pm & Fridays 9 am – 1 pm

7. Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.
8. English majors seeking Teacher Certification in English Language Arts should provide each of their English professors with the yellow “Application for English Department Approval to Student Teach.” These are available in a rack outside the office of Dr. Melissa Ames.
9. Free on-line support for D2L is available 24/7. Use email or chat on your “My Home” page on D2L (where you will also find a D2L Orientation course). Or call 1.877.325.7778.

Note: For problems with software, hardware, networking, NetID/password, or Panthermail, call the ITS Helpdesk (217.581.4357) or submit a help ticket: <https://techsupport.eiu.edu/>

Brief descriptions of major assignments . . .

GRADES* Your course grade will be based on the percentage you earn of the 1000 points available.

Note: I will adjust these point values if we add, cancel, or revise any assignments.

D2L Posts (100 + 150)	= 250 points
Book Talk	= 100
Review Essay	= 300
Diverse Books Project	= 100
Participation	= 50
**Attendance	= 50
Final Quest	= 150

**If you have more than three (3) *un*-excused absences, you will lose all 50 attendance points. If you need to miss class due to illness, a university event, or another reason, let me know as soon as possible.

**Graduate students taking course complete a more substantial research paper + extra assignments (This does not apply to non-degree students or those seeking post-baccalaureate teacher certification.)*

D2L Posts (up to 250 points total)

Topics for analytic and reflective posts will be announced in class and spelled out more fully on D2L.

Twice during the semester you will get a score for these posts that reflects assessment of these qualities:

- attention to specific, “quoted” details from literary works or secondary resources you discuss
- development of your ideas—spelling them out fully and as precisely as you can
- use of terms and concepts introduced in class, our textbook, and other secondary readings
- “recursiveness” – efforts to refine your ideas about young adult literature as you accumulate experience, ideas and information about it; on-going exploration of *connections* between texts
- completeness. **NOTE:** Deductions for late or missing posts have a devastating effect on scores.

Review Essay (up to 300 points) ~ a richly informed essay (1200 word *minimum*) in which you use summary, description, critical analysis, and context information (critical, literary-historical, cultural, biographical) to support your own evaluation of a work of Young Adult Literature. Your goal is to demonstrate to a specialized but not scholarly audience (like readers of *Horn Book* magazine) how attention to this particular work can enhance our understanding of Young Adult literature.

**Graduate Students* will turn in a longer, more research-enriched version of this paper

Book Talk (up to 100 points) an efficiently informative analytic “book talk” on a self-selected work.

#WNDB Poster Project (up to 100 points): TBD

Final Quest (up to 150 points): comparative analysis of three works you’ve read for class in relation to a theme, technique or issue of your choice (topic/focus subject to my approval).

Participation (up to 50 points) + Attendance (up to 50 points): Participation starts with attendance and requires attention to the class conversation. It includes the contributions you make to that conversation and in group work plus the effort you put into creating an atmosphere in which people are comfortable saying what they think and thinking about what they have said. You help create this atmosphere by asking questions, trying to answer them, and by responding respectfully to other people’s comments. By voicing your own questions and concerns you make it possible for each of us to complicate and clarify our own ideas about Young Adult Literature, which is, after all, what we are here for.

The bottom line . . . grades are not curved.

91% & up (910+ points) = **A**; 81 - 90% (810+) = **B**; 71 - 80% (710+) = **C**; 61 - 70% (610+) = **D**; 60% & below = **F**

Tentative Schedule of Readings & Assignments

Note: The final exam for this class is scheduled for Tuesday May 1, 10:15-12:15

Week 1 January 8, 10, 12

M Introduction + Book Tasting

*Before our next class meeting, introduce yourself—and your chosen book—on D2L

Note: Assigned D2L posts are due *before* our class meeting, *before noon*

W Begin reading your self-selected work: identify two passages or pages that exemplify its style

Note: *Always* bring trade books or the textbook to class for discussions of assigned reading.

F Continue reading; Compose D2L post (200 word minimum) explaining—using specific examples—how well your book fits the “Characteristics of the Best YA Literature” (handout)

Week 2 January [15], 17, 19

M *No Class Meeting: Martin Luther King, Jr. Birthday Holiday*

W ****Meet in the 4th Floor Technology Room in Booth Library** (along east wall)

Finish self-selected novel; Peruse *Horn Book* magazine, including reviews of YA; Post (see prompt on D2L). In class, we will explore databases used by scholars & professionals.

F Bring post + annotated version of reviews printed or copied from *NoveList* or the *Children's Literature Comprehensive Database* with marginal comments (hand written or electronic) near interesting points made by reviewers; D2L Post: Review of Reviews (see handout)

Week 3 January 22, 24, 26

M Begin *Monster* (1-46) by Walter Dean Myers, first Ambassador for Young People's Literature
Mark two early passages worth discussing, one in the script and one in Steve's journal.

W Continue *Monster* (47-161); Bring a copy of your D2L post to share with classmates in class.
*Grad Students also read + post on “The Irony of Narration” by Mike Cadden (Project Muse);
(Undergrads can respond to this essay so as an “extra” score-enhancing post.)

F Finish *Monster*; In class, we will discuss the ending and reviews of the novel; Also Read Cart,
ch. 4 + 5 + 6 on the state of YA from 1990s → 21st century; D2L post on Cart. + end of book

Week 4 January 29, 31; February 2

M Begin *The Arrival* (Books I + II); D2L Post

W Continue *The Arrival* (Books III + IV); D2L Post on *The Arrival* for assigned groups;
Otherwise, D2L Post on *Ms. Marvel* or *Daisy Cutter*

F Finish *The Arrival* (Books V + VI); D2L Post on *The Arrival* for assigned groups;
Otherwise, D2L Post on *Ms. Marvel* or *Daisy Cutter*

Week 5 February 5, 7, 9

M ****Meet in Ballenger Teacher Center at Booth Library. Bring your library card!**
D2L Post on Graphic Novel Resources

W Read chapter by Kathleen Horning on "Books of Information" (on D2L); Begin *Claudette Colvin: Twice Toward Justice*; D2L Post

F Finish *Claudette Colvin: Twice Toward Justice*; D2L Post
****1st D2L Score (up to 100 points) for posts to this point + reflective post due Monday**

Week 6 February 12, 14, [16] ~ Individual Conference Appointments Available

****Meet in Ballenger Teacher Center at Booth Library. Bring your library card!**

M Browse Nonfiction Sources; D2L Reflective Post DUE

W Begin *Self-selected Graphic Narrative or Nonfiction*; D2L Post

F *No Class Meeting: Lincoln's Birthday Holiday*

Week 7 February 19, 21, 23 ~ Individual Conference Appointments Available

M Continue *Self-selected Graphic Narrative or Nonfiction*

****Meet in the 4th Floor Technology Room in Booth Library**

W Finish *Self-selected Graphic Narrative or Nonfiction*; D2L Post
Class time for research on author/book (reviews, etc)

****Meet in the 4th Floor Technology Room in Booth Library**

F Outline/Storyboard Due: Book Talk

Week 8 February 26, 28; March 2

M Book Talk Materials DUE on D2L; 3-minute Book Talks (6)

W Begin *When We Collided*; D2L Post; Review Book Talk Materials; Book Talks (6)

F Secondary Readings TBD; D2L Post; Review Book Talk Materials; Book Talks (6)

Week 9 March 5, 7, 9

M Continue *When We Collided*; D2L Post; Review Book Talk Materials; Book Talks (6)

W Continue *When We Collided*; D2L Post; Read "Young Adult Literature Book Awards: A Guide for Newcomers to the Field" (on D2L)

F Finish *When We Collided*

**** SPRING Break ****

Week 10 March 19, 21, 23

M ****Meet in Ballenger Teacher Center at Booth Library. Bring your library card!**

W Begin Literature Circles with Self-Selected Award Winning Book; D2L Post

F Continue Literature Circles with Award Winning Book; D2L Post

Week 11 **March 26, 28, 30** *Bring Full Draft of Review Essay to individual conference this week

M Continue Literature Circles with Award Winning Book; Read from selected articles on diversity and inclusion (on D2L); D2L Post

****Meet in the 4th Floor Technology Room in Booth Library**

W Finish Literature Circles with Award Winning Book

****Meet in the 4th Floor Technology Room in Booth Library**

F Plan #WNDB Project

Week 12 **April 2, 4, 6** *Bring Full Draft of Review Essay to individual conference

****Meet in the 4th Floor Technology Room in Booth Library**

M Work on #WNDB Project

****Meet in the 4th Floor Technology Room in Booth Library**

W #WNDB Project DUE

F Begin *Feed*

Week 13 **April 9, 11, 13**

M **#WNDB Event 4 p.m. in Booth 4440** (conference room next door to e-classroom)

Tuesday 4.10 = English Studies Conference

W Review Essay DUE

F Continue *Feed*; D2L Post

Week 14 **April 16, 18, 20**

****Meet in Ballenger Teacher Center at Booth Library. Bring your library card!**

M Final Quest Topic Proposal DUE

W Finish *Feed*; D2L Post: Dr. Frankenstein's Review

F Begin Self-selected Intertext

****2nd D2L Score (up to 150 points) for posts to this point + optional reflection**

Week 15 **April 23, 25, 27**

M Continue Self-selected Intertext

W Continue Self-selected Intertext

F Finish Self-selected Intertext; Quest Outline/Plan DUE

Finals Week **Tuesday, May 1, 10:15-12:15 p.m.**

T **10:15-12:15** – Final Quest