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ENG 4905-600: Studies in Youth Literature

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Studies in Youth Literature

Professor Angela Vietto, 3341 Coleman Hall

Office: 217-581-2428 / Cell: 217-549-3203 (9 am – 9 pm, calls or texts welcome) /

arvietto@eiu.edu Virtual office hours by appointment (see bookable calendar link in D2L

“Contacting Instructor”)

Course Description: In this tutorial-sized section of the course, each student will undertake in-depth study of an area of youth literature of interest and value to them with guidance from the instructor and discussion with other class members.

Learning Objectives

- Identify various genres in youth literature;
- Identify current issues that recur in the study of youth literature and articulate a position in relation to those issues;
- Explore and understand the purposes and goals of the producers of diverse books for young readers, the varied audiences their books are designed to address, and the strategies used by authors, illustrators and publishers to achieve those goals
- Become familiar with professional resources and a range of books appropriate for professional goals.

Texts: Course materials will be provided in D2L, but I also anticipate that you will make liberal use of your favorite local library for primary texts. If this presents a problem, let me know as soon as possible, and we'll work out an accommodation.

Grading and Assignments

Reading and engagement / discussion	30%
Annotated bibliography: Secondary texts	15%
Annotated bibliography: Primary texts	15%
Focused literature review & position statement	20%
Review essay (of 3 related primary texts)	20%

Final Grading Scale

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	59.99% and below

Annotated bibliographies: In the first part of the course, we will immerse ourselves in the academic discussion regarding children's or young adult literature. As areas of interest emerge, each student will focus their secondary reading in an area of individual interest and compile an annotated bibliography of sources on that topic. (This secondary lit bibliography will serve as the basis for the focused literature review.) In addition, we will use this reading, as well as exploration of lists of recent award-winners and other notable recent primary texts, to identify primary texts in a variety of genres, examine and discuss those books, and prepare an annotated bibliography of works of interest.

Focused literature review & position statement: Using the secondary bibliography, students will write a synthesis of recent secondary literature on a particular topic, plus a 1- to 2-page statement of the author's position in relation to the issue examined in the literature review.

Review essay: In this final assignment, students will select three primary texts that are related in some way to write a review (as if for a magazine for teachers) in which the relative merits of those three works are discussed, paying attention to all the relevant aspects of the genre at hand.

Students with disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

The Electronic Writing Portfolio: Any written project of 750 words or longer written for this class would be suitable for submission to the EWP. Submissions must be made by the last day of finals week at the end of the semester. *Earlier deadlines apply for graduating seniors.*

English Teacher Education Majors: Students seeking Teacher Certification in English Language Arts should provide each of their English Department professors with a copy of the yellow form called "Application for English Department Approval to Student Teach" before the end of the semester. These forms are available in a rack outside the office of Dr. Melissa Ames (3821 Coleman Hall).

The English Department Statement on Plagiarism: Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Overview & Key Dates

(details in D2L; only overview & key deadlines listed here)

week 1: June 14-June 20

Exploratory reading in relevant academic journals, with discussion; exploration of primary texts of interest; identification of research questions

weeks 2 & 3: June 21-July 4

Reading of secondary and primary sources, working on annotated bibliography, with discussion

week 4: July 5-11

Draft of secondary annotated bib due July 6; draft of lit review & position statement due July 10

week 5: July 12-18

Draft of primary annotated bib due July 12; draft of review essay due July 17

week 6: July 19-24

Revise and edit all major projects; final discussions