

Spring 1-15-2019

## ENG 4903-601: Young Adult Literature

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## ENG 4903 Online: Young Adult Literature (3.0 Credit Hours)

Professor: Dr. Donna Binns

Office: 3851 Coleman Hall

Online Office Hours: Available **electronically** through Skype Mondays 6:00 pm—7:00 pm; TR 2:00 pm—3:30 pm, aba; Schedule conferences with Dr. Binns through e-mail.

E-mail: [djbinns@eiu.edu](mailto:djbinns@eiu.edu)

English Department Phone Number: 217-581-2428

### Textbook

*Young Adult Literature: From Romance to Realism*, Michael Cart

### Books & Materials

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 *American Born Chinese*, Gene Luen Yang (color by Pien)

2007 *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie (illus. Forney)

*The Arrival*, Shaun Tan

2011 *Ready Player One*, Ernest Cline

*Marcelo in the Real World* by Francisco Stork

2014 *Ms. Marvel*, G. Willow Wilson (illus. Adrian Alphona)

*Brown Girl Dreaming*, Jacqueline Woodson

2016 *When We Collided*, Emery Lord

Active EIU e-mail account and Internet Access to EIU's D2L Online Course Delivery System

Recent Version of Microsoft Word (Office 365 available at no charge to EIU students)

### 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 old young people. Shared and self-selected readings include literature in a variety of formats, forms, and genres from a variety of perspectives.

Reading, online discussion, and writing assignments 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 genres.

**Deadlines:** Due dates for D2L posts and assignments are listed on the course syllabus.

- Reading responses and other discussion posts must be submitted by the 11:59 p.m. on the date listed on the syllabus. Keep up with weekly news items that can include schedule changes.
- Unless otherwise noted, assignments listed in bold on the syllabus must be submitted by the end of the day (11:59 p.m.) on the date listed. **Each missed assignment deadline will reduce the assignment grade by 10 % per day. Students must complete all Writing Assignments & the Final Essay to be eligible to pass the class.**

**Course Grade:** Your final course grade will be determined by the following:

Daily Work/Posts/Responses	30%
Writing Assignments	40%
Final Essay	30%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

### **Daily Work/Posts/Responses**

#### ***D2L Posts:***

Topics for analytic and reflective posts will be announced weekly and spelled out more fully on D2L. Follow directions closely. Guidelines for response papers (**1-2 pages undergraduate students, 2-3 pages graduate students**) will be available under “Content.” Sometimes D2L discussions involve more than one part. Pay 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
- Recursive 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
- When required, high-quality responses to posts by other students
- Completeness

### **Writing Assignments**

***Review Essay:*** A richly informed essay 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 work can enhance our understanding of Young Adult literature. **Graduate students will be responsible for a somewhat longer essay with references to scholarly texts.**

**Book Talk:** An efficiently informative, analytic “book talk” on a self-selected work.

**Literature Circles Materials:** Your assigned group will create materials for teaching one of the following texts: *American Born Chinese*, *The Absolutely True Diary of a Part-Time Indian*, or *Brown Girl Dreaming*. There will be discussion posts related to this assignment as well.

### **Final**

**Final Essay:** 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 approval).

**Plagiarism:** 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. In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s 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 assignment of the grade of F for the assigned essay and a grade of F for the course.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

**Students with Disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment. If you do not live in the Charleston, IL, area, you may contact them by phone.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text 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. This service is unavailable if you are not within commuting distance to Charleston, IL, however.

**Contacting Dr. Binns:** You may contact Dr. Binns through e-mail ([djbinns@eiu.edu](mailto:djbinns@eiu.edu)) or arrange an appointment. **E-mail Dr. Binns directly through Panthermail rather than trying to e-mail through D2L.** Generally, you should receive a response to e-mails within about forty-eight hours if you send them through Panthermail. Dr. Binns will contact all students through their officially provided EIU e-mail addresses **through Panthermail only**. Online conferences can be arranged through Skype, which can be downloaded for a variety of devices here: [www.skype.com/download-skype/](http://www.skype.com/download-skype/). Students living within commuting distance to Charleston, IL, may arrange in-person conferences with Dr. Binns in her office (3851 Coleman Hall).

## ENG 4903 Tentative Course Schedule

This schedule is subject to additions and changes at my discretion. Assignments are due by 11:59 p.m. (end of day) on the date that they are listed on the schedule. Discussion posts and peer responses are due to D2L in "Discussions." Writing assignments and the final (Comparative Analysis Essay) are due to the D2L Dropbox under "Assessment." Schedule changes will be posted under "News" items in D2L.

### Course Introduction

- 1-7 Read Syllabus & Directions for Discussion 1 posts.
- 1-9 Read posted materials; Discussion Post 1a due
- 1-11 Discussion Post 1b due

### Prison & Identity

- 1-14 Read *Monster* pages 1-46
- 1-16 Read *Monster* pages 47-161; Discussion Post 2a due
- 1-18 Finish *Monster*; Discussion Post 2b due
  
- 1-21 Holiday
- 1-23 Read *Young Adult Literature: From Romance to Realism* Chapter 6 & *Hole in My Life* Chapters 1-3; Discussion Post 3 due
- 1-25 Finish *Hole in My Life* & Read Gantos Interview; Response 1 due to D2L Dropbox

### Mental Health

- 1-28 Read *Young Adult Literature: From Romance to Realism* Chapters 7-8 & *When We Collided* pages 1-100
- 1-30 Read *When We Collided* pages 101-210; Discussion Post 4a due
- 2-1 Finish *When We Collided*; Discussion Post 4b due
  
- 2-4 Read *Young Adult Literature: From Romance to Realism* Chapter 9 & *Marcelo in the Real World* Chapters 1-10; Discussion Post 5a due
- 2-6 Read *Marcelo in the Real World* Chapters 11-19; Discussion Post 5b due
- 2-8 Finish *Marcelo in the Real World*; Response 2 due to D2L Dropbox

### Dystopias

- 2-11 Read *Young Adult Literature: From Romance to Realism* Chapters 10-11 *Feed* Parts 1-2; Discussion Post 6a due
- 2-13 Read *Feed* Part 3; Discussion Post 6b due
- 2-15 Read *Feed* Part 4; Discussion Post 6c due
  
- 2-18 Read *Young Adult Literature: From Romance to Realism* Chapters 12-13 & *Ready Player One* Chapters 1-9
- 2-20 *Ready Player One* Chapters 10-16 Discussion Post 7a due

2-22 Holiday

2-25 Read *Young Adult Literature: From Romance to Realism* Chapters 14-15 & *Ready Player One* Chapters 17-26; Discussion Post 7b due

2-27 Finish *Ready Player One*; Response 3 due to D2L Dropbox

3-1 Work on **Review Essay**

### **Review Essay**

3-4 Post **Review Essay** draft to D2L Discussion Board by 11:59 pm

3-6 Complete assigned **Review Essay** peer responses by 11:59 pm

3-8 **Review Essay** due to D2L Dropbox by 11:59 pm

3-11 to 3-15 Spring Break Week

### **Immigration & Diversity**

3-18 Read *Young Adult Literature: From Romance to Realism* Chapter 16 & *A Step from Heaven* pages 1-75

3-20 Finish *A Step from Heaven*; Start **Literature Circle Materials** with assigned group

3-22 Read *The Arrival* Parts 1-3

3-25 Read *Young Adult Literature: From Romance to Realism* Chapter 17 & Finish *The Arrival*

3-27 Read *Ms. Marvel* Parts 1-3

3-29 Finish *Ms. Marvel*; Response 4 due to D2L Dropbox by 11:59 pm

### **Literature Circles**

4-1 Work on **Literature Circles Materials**

4-3 Work on **Literature Circles Materials**

4-5 **Literature Circles Materials** due to D2L Dropbox by 11:59 pm

### **Book Talk on Self-Selected Young Adult Literature Award Winner**

4-8 Work on **Book Talk**

4-10 **Book Talk** posts (Post 1) begin on D2L Discussion Board

4-12 **Book Talk Post 2** on D2L Discussion Board

4-15 **Book Talk Post 3** on D2L Discussion Board

4-17 **Book Talk Post 4** on D2L Discussion Board

4-19 Work on **Final (Comparative Analysis Essay)**

### **Final**

4-22 Post **Final (Comparative Analysis Essay)** draft to D2L Discussion Board

4-24 **Final (Comparative Analysis Essay)** Peer Responses due

4-26 **Final (Comparative Analysis Essay)** due to D2L Dropbox by 11:59 pm