Summer 6-15-2010

ENG 4903-001: Young Adult Literature

John Kilgore
Eastern Illinois University

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Notes & Announcements

Current reading

General Information

COURSE DESCRIPTION: The course will consider both a number of works expressly written for and marketed to teens, and a number of more ambitiously literary works that teenagers have traditionally shared with adults--or with children. Authors studied will include Jack London, J.D. Salinger, Judy Blume, Sherman Alexie, Cynthia Voight, Gary Paulsen, and J.R.R. Tolkien. Expect to read very busily during the accelerated summer session; to give a well-prepared presentation on reading that was important to you during your own adolescence; to write a term paper; and to complete mid-term and final exams, the latter comprising both a take-home and an in-class portion. Lots of work, but good fun overall. (old curriculum Group 6; new curriculum Group 5, Group 1 for teacher certification)

INSTRUCTOR: John Kilgore. Office: 3331 Coleman Hall. Hours: MF 3-4. Phone: (217) 581-6313 (office); (217) 345-7395 (home). Home page: http://www.ux1.eiu.edu/~jdkilgore. Feel free to call me at home if you need to. I prefer that you NOT visit me with questions just before class begins; just after is fine. Feel free to email me at jdkilgore@eiu.edu; if I don't have time to reply, I will say so.

COURSE REQUIREMENTS:
• Attendance and participation (10%)
• Report (10%)
• Mid-Term (15%)
• Final Exam (35%)
• Term Paper (30%)

I reserve the right to depart somewhat from these percentages.

REQUIRED TEXTS:
Frey & Rollin, eds. Classics of Young Adult Literature. (C)
London, Call of the Wild and Selected Stories.
Hemingway, Short Stories of Ernest Hemingway.
Salinger, Catcher in the Rye
Optional Texts:
  [Also issued by TRS, possibly useful for reports.]
  Tolkien, The Fellowship of the Ring
  Golding, Lord of the Flies
  Cisneros, The House on Mango Street
  Camus, The Stranger

ATTENDANCE. I will take attendance at each meeting by passing around a sign-up sheet which you must find and sign. [Please remind me when I forget! :-)] On days scheduled for Group 1 or 2, only the members of that group are required to attend (members of the other group should be at home, reading furiously). The scale for your participation grade is as follows: 0-1 absences = A, 2 = B, 3 = C, 4 = D, 5 = F, 6 or more — continuing, proportional grade penalties (the attendance grade will become a negative number, averaged into your overall course grade). This grade will be adjusted somewhat according to the quality of your class contributions.

Note that you have one allowed absence before the grade starts dropping. Keep this as insurance to cover you in the case of illnesses and other unforeseen emergencies. I will listen sympathetically to excuses, but will NOT award attendance credit for days when you have not actually been here. Exceptions to this policy may be warranted in truly unusual circumstances, but substantial make-up work will be required, and you will need to show good reason both for having used the free days and for having missed any additional days you need excused. Note that, per University policy, you remain responsible for material covered on any day that you have missed, and that time constraints simply do not permit me to "catch you up" in any substantial way.

ORAL REPORT. This will be a 10 to 15-minute talk in which you present some work of Young Adult Literature which is a personal favorite of yours. Ideally this will be the book of which you would have said, at age sixteen or seventeen, "This is my all-time favorite." Several factors may prevent your making this choice, however: the book is already assigned reading for this course; someone else has already chosen "your" book; you were a determined non-reader in your teenage years; the book you loved then appalls you now. In any of these cases, consider reporting on one of the books that have been issued by TRS for this course but not assigned; or consult with me about other possibilities. For the purpose of this assignment, we need not be at all strict about the definition of YAL; what matters most is your enthusiasm. Almost any book you could imagine being exciting to a teenager is potentially a good subject for a report. And it's not impossible that I will let one or two people report on movies.

The reports are designed to be an integral part of this course, augmenting the intensive reading of our assigned texts with a broader though slighter knowledge of the field in general, or at least of other books we don't have time to get to. The reports will be covered in some fashion on the final and perhaps the mid-term; and the reports will be graded, albeit fairly leniently. So listen to others' presentations very attentively, and plan your own carefully. Avoid extensive plot-summary, but give us a vivid, clear impression of the book and share your enthusiasm for it. Relate your experience of this book to the course themes as appropriate, and try to explain why the book made such an impression on you.

You may want to use the audio-visual resources available in our classroom; if so, check ahead of time to make sure the equipment is what you need.

Note that a preliminary time slot for your report is already included in the schedule below. (We
will no doubt negotiate some changes.) The course roster (see link at left) should eventually include a list of all books chosen for the reports, useful in studying for the exams.

**TERM PAPER.** Will be due in Week 6, as per schedule below. Submit a carefully edited and printed hard copy to me, and an e-copy in Word or .rtf format both to me and to all the members of your reading group. Please note that the hard copy is required, and the e-copy cannot substitute for it. See link at left for particular topic choices and general discussion of this assignment. Note also that I have posted a more general document, my "Writing Guidelines," which gives the gist of my expectations and contains many hints on organization, style, and substance.

Shoot for 8 pages of clear and lively discussion, or about 3000 words; but this is a rough guideline only. Never "pad," and don't worry much about absolute length if your paper seems to be accomplishing its objectives. Revise your work extensively and proof it obsessively, making sure the writing is the very best you can produce; basic readability will be a chief criterion in the grading.

Note: I am happy to comment on drafts and fragments submitted by e-mail (always as an attached file in Word or .rtf, please), provided I have the time.

**EXAMINATIONS.** Scheduled for Weeks 4 and 6, these will be designed to ensure that you have done all the reading with care and have a good grasp of ideas developed in class discussion. The mid-term will contain a mix of identifications, short answers, quotations, and mini-essays. The final will include a take-home portion consisting of essay questions, and an in-class portion that is mainly objective.

**MISCELLANEOUS.** I will be more than happy to make reasonable accommodations for any student with a documented disability. Please contact me if you will need such an accommodation; or call the Coordinator of the Office of Disability Services, 581-6583.

Please be aware that the penalty for deliberate plagiarism or for cheating on exams will be automatic failure of the course. See me if you have any questions about this policy.

**SCHEDULE**

**Note:** Please complete readings assigned for any session **before** the class meets. Except where otherwise indicated, read **all** of any assigned novel or story. **Read ahead** at every opportunity.

On days designated for Group meetings, only the members of that group are required to attend.

1) June 14-18

**M:** Course Intro.
**T:** London, *Call of the Wild*
**W:** Hemingway, "The Short, Happy Life of Francis Macomber."
**R:** Updike, "A & P," (handout); Gardner, "Redemption" (handout).
**F:** Movie: *The Breakfast Club*
2) June 21-25

M: Discuss movie. Reports:
   Uebinger
   Titus
   Szatkowski
   Sottosanto
   Sidwell

T: Group 1, Salinger, *Catcher in the Rye*.
W: Group 2, Salinger, *Catcher in the Rye*.
TH: *Catcher in the Rye*, concluded.
F: Reports:
   Rich
   Raper
   Miller
   May
   Martin
   Lash

3) June 28-July 2

M: Group 1, Paulsen, *Hatchet* [in C].
T: Group 2, Paulsen, *Hatchet*.
W: Reports:
   Kistler
   Kingery
   Holmes
   Hindes
   Hadley
   Garrett

R: Group 1: Brainstorm term papers. Bring Written Topic Proposal in multiple copies.

4) July 6-9 (No Monday meeting)

T: Mid-term Exam.
W: Group 1, Voigt, *Homecoming, Part One* [in C].
R: Group 2, Voigt, *Homecoming, Part One*.
F: Reports:
   Francois
   Cassem
   Carlucci
   Bruner
   Brown
   Binkley

5) July 12-16
6) July 19-23

M: Review, Discussion, and Catch-up. Term Papers Due. Hard copy to me, e-copy to members of your Group. Take-home portion of final handed out.
R: Snow day.
F: Final Exam, in-class portion.
## English 4903-001, Summer, 2010

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**Group 1 E-mail:** jdkilgore@eiu.edu,

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<td>Uebinger, Stephanie</td>
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<td><strong>Group 2 E-mail:</strong></td>
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http://ux1.eiu.edu/~jdkilgore/Litclas/4903/Roster1006.htm