ENGLISH433: YOUNG ADULT LITERATURE

Class times and locations
Session: Fall 2014
Class time: Monday, Wednesday, Friday 2:00-2:50
Class location: Simpkins 014

Instructor Info
Instructor: Dr. Alisha White
Email: a-white2@wiu.edu
Phone: 309-298-1548
Office: Simpkins Hall 226C
Office Hours: Tuesday 2:00 pm - 4:00 pm, Wednesday 4:00 pm - 5:00 pm, Friday 3:00-4:00 pm, and by appointment
Mailbox: Simpkins 122, M-F 8:30am-4:30pm

Course Description
Survey of literature for secondary students grades 7-12. Emphasis on critical analysis, evaluation, and use of books in various genres.

This course is an introduction to the multiple genres of contemporary young adult literature. You will read a range of YAL texts written by award-winning authors, which we will discuss from the perspectives of genre, theme, representations of adolescence and adulthood, and approaches to interpretation. English Education majors will consider pedagogical approaches while others will consider the texts from a literary or sociocultural perspective.

NCTE Standards
I.1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

II.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationship among form, audience, content, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Required Texts
Critical Approaches to Young Adult Literature Latrobe & Drury (2009)

Required Young Adult Novels (Check schedule for reading order)
You will read 11 young adult novels total. The first 5 books are listed below. The second 6 books you will choose from approved lists.
Hurricane Dancers Margarita Engle (2011) [On reserve @ Curriculum Library]
Five Flavor of Dumb Anthony John (2011)[On reserve @ Curriculum Library]
Two Boys Kissing David Levithan (2013)
Raven Boys Maggie Stiefvater (2012) [On reserve @ Curriculum Library]
In the Shadow of Blackbirds Cat Winters (2013)

Plus *6 additional YA books of your choice from approved reading lists.

You will also locate and read scholarly articles on contemporary literature for young adults.

Suggested Resources


MLA Handbook

Professional organizations, publications, journals, and websites provide resources that constitute the knowledge base for ENG433. Resources include the following:

ALAN Review; English Journal; Journal of Adolescent and Adult Literacy; Journal of Language and Literacy Education; Journal of Literacy Research; www.ncte.org; http://www.ala.org/.

Course Policies

Usability and Information for Students with Disabilities

It is my policy and practice to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation or accurate assessment of achievement, please make an appointment with me as soon as possible.

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional service.”

Course Grades

This section gives the breakdown of percentage points for each letter grade.
A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); U (72% and below) C- (70-72%); D+ (67-69%); D (63-66%); D-(60-63%); F Below 60%

**Please note that, “In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade
of “C” or better in all directed general education courses, all core courses, and all courses in the option. Note: A “C-” is below a “C”.

Assignment Grades
This section breaks down what each area of the grade is worth.

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Assignment Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework &amp; Quizzes</td>
<td>10%</td>
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<tr>
<td>Book Responses</td>
<td>20%</td>
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<tr>
<td>Paper 1 Research Project</td>
<td>25%</td>
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<tr>
<td>Paper 2 Literary Analysis Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Multimedia Novel Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Assignment Descriptions
Detailed directions and rubrics will be provided separately for each assignment. You are to download and print the directions in Western Online.

You are required to submit all papers to “Turn it in” through Western Online before the assignment due date. All papers should be in a serif font (Times New Roman, Garamond, Georgia…), 12 point font, double spaced, and include a heading with your name, course section, the assignment, and page numbers.

Homework & Quizzes
Homework and quizzes will assess your understanding of novels and theoretical readings. You are expected to make connections across novels and apply literary theories throughout the semester.

Paper 1: Research Project
You will create a research project illustrating an issue related to a current trend in YA literature. You will explore the topic through library and online scholarly resources. The project should be fully cited with a bibliography of sources.

Paper 2: Literary Analysis Essay
After you have read the first 5 novels, you will choose one on which to write a literary analysis essay. Your essay will explain your use of literary theory to analyze and interpret the text. While a short summary of your focus text is necessary early in the essay, your writing should extend well beyond retelling the plot of the text to represent your own interpretations.

Multimedia Novel Project
You will create a multimedia project expressing a theme related to the novels read or issues related to adolescent reading practices and YA literature. The project should demonstrate a deeper understanding of literary theory and interpretation.
Late Paper Policy
You are encouraged to seek help from the instructor as soon as possible to avoid penalties on late work. The penalty for late work is a letter grade per day late. **No late work will be accepted after one week.**

Academic Integrity Policy
Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University’s Academic Integrity Policy for more information ([go to the academic integrity policy](#)).

Attendance
I expect you to attend each class. Regular attendance and participation in engagements is an important part of any learning experience. **I do not distinguish between excused and unexcused absences, so please plan accordingly.** Should you have five (5) or more absences, points from the course grade will be deducted. Finally, tardiness (defined as arriving more than five minutes late to class) will negatively affect your class grade, so please arrive promptly to class. Four tardies will count as one absence. If you arrive more than fifteen minutes late to class, you will be counted absent. If you are absent or arrive late, it is your responsibility to find out what you missed and collect any handouts or other materials handed out in class.

If you are absent, for any reason, you are required to use OARS ([http://wiu.edu/oars](http://wiu.edu/oars)) to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation.

Participation
Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You are expected to be a willing and thoughtful contributor to class discussion. As you do your reading for class, you should prepare questions and comments about the reading. In class you should be prepared to answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers.

A healthy classroom environment is one in which each person feels comfortable expressing his or her opinion. You may be asked to leave and your class grade will be lowered if your participation is disruptive to the classroom climate, you are unprepared, or do not participate at all. I will not tolerate rude, disruptive, or inconsiderate behavior, which includes texting. Please put cell phones on vibrate and stash them away during class. Texting, checking email, and surfing online will result in being marked as absent.

WesternOnline
It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

1. To access this course on WesternOnline:
2. Go to [https://westernonline.wiu.edu](https://westernonline.wiu.edu)
3. Log in using your ECOM ID and password
4. Your personal My WesternOnline page will appear. Available courses are listed in the middle of the page under Course List.

5. Click the link "ENG 433 – Section 001” to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

STUDENT EXPECTATIONS

Dispositions the ISBE requires of teachers wanting certification

- Collaboration
- Honesty & Integrity
- Respect
- Commitment to Learning
- Emotional Maturity
- Responsibility
- Fairness

**Belief that all Students can Learn**

I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, see Disposition Check Document

Writing Center

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malplass Library, on the Third Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment.

Leslie F. Malpass Library
http://www.wiu.edu/library
Curriculum Library http://www.wiu.edu/libraries/curriculum_library/

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Student Rights and Responsibilities

Please review the “Student Rights and Responsibilities” policy at Student Rights and Responsibilities http://www.wiu.edu/provost/students and see me if you have any questions.

**Syllabus Revision Policy** Please note: The course syllabus provides a general plan for the course; deviations may be necessary.
### ENG 433 Weekly Schedule

#### First 8 weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Latrobe and Drury</th>
<th>Novel</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ch 1 YA Lit 3-14, picture books 91-92</td>
<td>Picture Books (I will bring a selection to class)</td>
<td>Book Award Chart</td>
</tr>
<tr>
<td>2</td>
<td>Ch 3 Responding 43-65, short story 98-99</td>
<td>(story name) (A)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ch 5 New Critics 119-134, poetry 94-97 (Post-colonial critique)</td>
<td>Hurricane Dancers (B)</td>
<td>Response A</td>
</tr>
<tr>
<td>4</td>
<td>Ch 12 Reader Response 255-279, speculative fiction 101-114</td>
<td>Raven Boys (C)</td>
<td>Response B</td>
</tr>
<tr>
<td>5</td>
<td>Ch 9 Gender 185-206, contemporary fiction p 70-73, Queer Theory</td>
<td>Two Boys Kissing (D)</td>
<td>Response C Paper 1</td>
</tr>
<tr>
<td>6</td>
<td>Disability Studies Ch 7-Sociological P 153-170</td>
<td>Five Flavors of Dumb (E)</td>
<td>Response D</td>
</tr>
<tr>
<td>7</td>
<td>Ch 8 Historical criticism 171-184, historical fiction p 74-77</td>
<td>In the Shadows of Blackbirds (F)</td>
<td>Response E</td>
</tr>
<tr>
<td>8</td>
<td>Continued</td>
<td>In the Shadows of Blackbirds</td>
<td>Response F</td>
</tr>
</tbody>
</table>

#### Second 8 weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Latrobe and Drury</th>
<th>Novel</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Ch 8 continued (author study), Critical Race Theory</td>
<td>Walter Dean Myers – your choice (G)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ch 10 Archetypal criticism 207-232</td>
<td>Choice based on myth or faerie tale (H)</td>
<td>Response G Paper 2</td>
</tr>
<tr>
<td>11</td>
<td>Ch 11 Pop Culture 233-254</td>
<td>Choice of graphic novel (I)</td>
<td>Response H</td>
</tr>
<tr>
<td>12</td>
<td>Mystery p 79-81</td>
<td>Choice of mystery novel (J)</td>
<td>Response I</td>
</tr>
<tr>
<td>13</td>
<td>Biography p 82-86, Nonfiction p 87-90</td>
<td>Choice of memoir, biography, or nonfiction (K)</td>
<td>Response J</td>
</tr>
<tr>
<td>14</td>
<td>Ch 6 Psychological 135-152</td>
<td>Choice open (L)</td>
<td>Response K</td>
</tr>
<tr>
<td>15</td>
<td>Last week of class - no reading</td>
<td></td>
<td>Response L</td>
</tr>
<tr>
<td>16</td>
<td>Exam Week- no reading</td>
<td></td>
<td>Multimedia Novel Project</td>
</tr>
</tbody>
</table>

Aug 29: Last day of open registration

Sept 8: Last day of restricted reg. & drop w/ a “W”

Nov 2: Last day to drop 16 week course