

Texas A&M University–Texarkana
Studies in Young Adult Literature: English 580
Course Syllabus Fall 2011

Instructor: Dr. Jonne Akens

Office:

Office Hours:

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Meeting times: W 5:30 to 8:15

Meeting location: UC 241

Course Number: English 580

Course Title: Seminar in Young Adult Literature

Course Description: This course offers an overview of young adult literature. It covers various genres and requires participants to design classroom uses for some of the literature. It also requires students to analyze the concept of “young adult” and “young adult literature” as cultural invention in relation to cultural, intellectual, and political contexts.

Prerequisite: Undergraduate Children’s Literature is preferred, but not required.

Texts:

Stahl, J.D., et al. *Crosscurrents of Children’s Literature*. New York: Oxford UP, 2007.
978 0 19 513493 3

Blakely-Cartwright, Sarah. *Red Riding Hood*. New York: Little Brown, 2011.
978 0 316 19085 5

Pratchett, Terry. *Nation*. New York: Harper, 2008.
978 0 061 43303 0

Hamilton, Virginia. *The People Could Fly*. New York: Knopf, 1985.
978 0 679 84336 8

Hamilton, Virginia. *Zeely*. New York: Simon and Schuster, 2006.
978 1 4169 1413 6

Taylor, Mildred D. *The Road to Memphis*. New York: Penguin, 1992.
978 0 1403 6077 6

McKinley, Robin. *Deerskin*. New York: Ace, 1993.
978 0 441 01239 8

Konigsburg, E.L. *The View From Saturday*.
978 0 689 81721 2

Course Objectives:

- a) Class participants will gain an understanding of the historical development of young adult literature of the twentieth century in America;
- b) develop an appreciation for young adult literature by substantial readings from some of the best examples written in English from various genres, including fiction, nonfiction, short story, and poetry;
- c) develop an analytical approach toward young adult literature by reading analytical essays on the literature and by writing an analytical paper;
- d) gain an understanding of how to use young adult literature in the classroom to generate students' writing, thinking and enjoyment.

Student Learning Outcomes:

*Analyze the concept of "young adult" and "young adult literature" as cultural invention, in relation to cultural, intellectual, and political contexts.

* Develop awareness of the scope and variety of works in young adult literature by reading assigned literary texts and by completing course assignments of papers and exams.

* Obtain and display knowledge of terminology by applying it in papers and on exams to the literature read and discussed.

*Articulate an informed response to young adult literature by reading and analyzing examples of the literature and applying a critical approach to the literary works in both the research based original paper and the reflection papers.

*Understand works of literature as expressions of individual and human values in historical and social contexts by evaluating the importance of literary contextual issues in exams and papers.

*Build an appreciation for the aesthetic principles of literature by reading the assigned texts and completing assigned papers.

Students earning the minimum number of points in each category as listed below and as evaluated by the grading rubric provided in this syllabus will pass this course:

Final exam: a minimum of 140/200 points

Presentation: a minimum of 140/200 points

Research based paper: a minimum of 280/400 points

Reflections: a minimum of 140/200 points

Requirements:

1. Reading those works listed on the schedule.
2. 15 to 20 page research based original paper based on or inspired by texts (novels, poetry, articles) read by the class (page count does not include Works Cited page).
3. Reflection papers (500 to 600 words) examining and discussing the week's assigned texts. Students should include: a) a discussion of the concept of "young adult" and "young adult literature" as cultural invention in relation to cultural, intellectual, and political contexts; b) a discussion of at least two critical approaches that can be applied to the text. Students must be present for the entire class period to submit a Weekly Reflection paper.
4. Presentation of an assigned text
5. Final examination.
6. Class attendance. If you must miss class, please let me know.

Grade:

The final grade will be an average of the following:

Final Examination	20% (or 200 points)
Presentation of Assigned Text	20% (or 200 points)
Research based paper	40% (or 400 points)
Ten Reflection Papers (20 pts each)	20% (or 200 points)
Total	100% (or 1000 points)

Grading Scale:

- A = 900-1000
- B = 800-890
- C = 700-790
- D = 600-690
- F = 0-590

Class Schedule:

8/31

Intro to course

HW: Part 1 readings: all read 1-22; individual reading assignments; novel: *Red Riding Hood*; Reflection paper 1 over class readings and *Red Riding Hood*

9/7

“To Teach or To Entertain?”

Lecture and class discussion (Picture books)

Red Riding Hood

HW: Part 2 readings: all read 127-130 and 172-186; individual reading assignments; novel *Nation*; Reflection paper 2 over class readings

9/14

“Subjection or Rebellion?”

Lecture and class discussion (*Little Rebels*)

Nation

HW for 9/28: Part 3 readings: all read pp 209-217; individual reading assignments; novel *The People Could Fly*; Reflection paper 3 over class readings

9/21

PRESENTATIONS:

Harriet the Spy

Roll of Thunder, Hear my Cry

HW: Part 3 readings: all read pp 209-217; individual reading assignments; novel *The People Could Fly*; Reflection paper 4 over *The People Could Fly*

9/28

“Oral and Written”

Lecture and Class discussion *The People Could Fly*

HW: Part 4 readings: all read 411-416; individual reading assignments; novel *Zeely*; Reflection paper 5 over class readings and *Zeely*; proposal for research paper due 10/19

10/5

“Realism and Fantasy”

Lecture and Class Discussion *Zeely*

HW for 10/19: Part 5 readings: all read 507-511; individual reading assignments; novel *The Road to Memphis*; proposal for research paper due 10/12

10/12

PRESENTATION:

The Keeper of the Isis Light

HW: Part 5 readings: all read 507-511; individual reading assignments; novel *The Road to Memphis*; Reflection paper 6 over class readings and *The Road to Memphis*; research papers due 12/7

10/19

“Boys’ Books and Girls’ Books: Gender Issues”

Lecture and class discussion *The Road to Memphis*

HW: Part 6 readings: all read 707-714; individual reading assignments; Reflection paper 7 over class readings; research papers due 12/7

10/26

“Words and Pictures”

Lecture and class discussion (selected picture books/ graphic novels)

HW for 11/9: Part 7 readings: all read 767-774; individual reading assignments; novel *Deerskin*
Reflection paper 8 over class readings; research papers due 12/7

11/2

PRESENTATIONS:

Bridge to Terabithia

Athletic Shorts

American Born Chinese

Scott Pilgrim

HW: Part 7 readings: all read 767-774; individual reading assignments; novel *Deerskin*;
Reflection paper 9 over *Deerskin*; research papers due 12/7

11/9

“Satires and Spin-Offs”

Lecture and class discussion (*Deerskin*)

HW: Part 8 readings: all read 853-862; individual reading assignments; novel *The View from Saturday*; Reflection paper 10 over class readings and *The View from Saturday*; research papers due 12/7

11/16

“Values and Censorship”

Lecture and class discussion *The View from Saturday*

HW: Research papers due 12/7; take home exam

11/23

Take home exam

HW: Research papers due 12/7

12/7

PRESENTATIONS:

Briar Rose

Rose and the Beast

The Absolutely True Diary of a Part-Time Indian

RESEARCH PAPERS DUE