

San José State University
College of Humanities & the Arts/Department of English
& Comparative Literature
ENGL 112B.01: Literature for Young Adults, Spring 2014

Instructor: Dr. Mary Warner
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Office Hours: T: 9:30-11:30; **English Credential Advising Hrs.:** M: 3:00-5:00, T: 9:30-11:30, W: 3:30-5:30, F: 3:00-5:00; To schedule an appointment, please call (408) 924-4425 or stop in the English Dept. Office, FO 102
Class Days/Time: T: 4:30-7:15
Classroom: Sweeney Hall 413 (SH)

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty/mary.warner/>. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

Course Description

English 112B is an upper division English literature course designed to introduce adult readers to young adult literature, a genre most commonly written for adolescents between the ages of 13-18. Keep in mind that although the main characters of our novels are children/adolescents, the authors of these books still structure their works with complex literary devices and themes found in adult literature. Young adult literature has been erroneously classified as simple-minded, didactic, and inferior to writing for adults. Traditionally, literature has served not only to entertain but as a conduit for social commentary. This is no different with the genre of YA literature, although some tend to regard this type of writing as “unimportant” because they mistakenly think it exists solely to entertain. Social issues such as death, religion, politics, race, economics, and sexuality are just a few of the common themes this genre of literature tackles. People who disregard YA literature as “inconsequential” fail to recognize the profoundly important role this genre plays in offering commentary on the norms and social mores for adolescents. It might be helpful to keep in mind that Nicole St. John refers to teenagers

as “inexperienced adults,” who can find in literature a safe haven to accrue much worldly experience. In this course, we will examine YA literature in the same manner in which we examine adult literature: we will expand our abilities to think critically, trace relevant themes, and offer analytical assessment of the novels.

Class sessions will involve some lecture, but will primarily be interactive with discussion, in-class writing, Book Talks, and other presentations. You may find it particularly helpful, especially if you are taking the course to fulfill the requirement for middle and/or secondary education, to have a 3 Ring Binder, in which you can assemble resources, handouts and materials related to YA literature. This course is not a methodology course, and I have attempted to tailor assignments with options to address the different majors represented in the class. **An overall goal is to become immersed in the vast selection of YA literature, the more reading you can do and share with your classmates, the richer your experience will be.**

Course Learning Outcomes

STUDENT LEARNING GOALS & OBJECTIVES: DEPARTMENT OF ENGLISH & COMPARATIVE LITERATURE

I. Students will demonstrate the ability to

- 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

The specific ways these CLOs are assessed in ENGL 112B are through

1. the Literary Analysis paper requirement that requires students to demonstrate their ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**CLO 1**); and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (**CLO 3**). Student grades from the second of the Literary Analysis papers will be used for assessment of **CLOs 1 and 3**.
2. the Book Talk project demonstrates students’ abilities to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric (**CLO 1**).

3. The Unit of Study or Annotated Bibliography assignment requires students to develop and carry out research projects, and to locate, evaluate, organize, and incorporate information effectively (CLO 4).

Required Texts/Readings

Textbook

Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story by Mary Warner, ISBN 978-0-8018-5430-7, available in the SJSU bookstore or through amazon.com or Scarecrow Press: www.scarecrowpress.com; handouts from *Literature for Today's Young Adults* and my own creations available at http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

****Note**** You need to print out the handouts needed for each class prior to the class meeting. You will not be able to use laptops or e-readers in class since too many students fail to pay attention and participate in class when they use laptops or e-readers.

Other Readings

After the First Death by Robert Cormier

Speak by Laurie Halse Anderson

We Were Here by Matt de la Peña

Witness by Karen Hesse

The Prisoner of Azkaban by J. K. Rowling (You may also choose to write about one of the other novels—*Goblet of Fire*, *The Order of the Phoenix*, *The Half-Blood Prince* or *The Deathly Hallows*, but as a class we'll do *The Prisoner of Azkaban*)

Whale Talk by Chris Crutcher

Additional web site key to the course: <http://www.alan-ya.org/>

Library Liaison

Toby Matoush: Email: Toby.Matoush@sjsu.edu; Phone: 408-808-2096

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. Thorough and conscientious reading of the text/text materials, all assigned novels, and a novel of your choice for Book Talks, as well as readings for your unit of study or annotated bibliography project.
2. A 3 -5 page literary analysis paper for **two** of the required novels; the first paper earns **10% of your course grade**; the second paper earns **15% of your course grade**.

The following are the Due Dates for the papers. Anyone doing a Book Talk presentation the same week as one of these assigned papers is eligible for a week's extension. (CLOs 1 & 3)

3. A Rubric for evaluating the literary analysis papers is available at http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

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|--|-------------------|
| a. Paper on <i>After the First Death</i> | February 18 or 25 |
| b. Paper on <i>Speak</i> | March 11 |
| c. Paper on <i>We Were Here</i> | April 1 or 8 |
| d. Paper on <i>Prisoner of Azkaban</i> | April 15 or 22 |
| e. Paper on <i>Whale Talk</i> | May 6 |

***The Field Experience Component (see separate handouts) can replace one of the Literary Analysis Papers—credential candidates are highly encouraged to do this paper. The Field Experience paper is due April 29 or May 6.

4. For the book, *Witness*, there will be in-class writing responses on March 18. The writing for *Witness* will comprise **10% of your grade** and is essentially the midterm for the course. (CLO 3)

5. In each class session we will do 20 minutes of “Sustained Silent Writing”—your writing in these SSW times might provide the basis for one of your papers, response to ideas raised during class discussion or response to the book talks presented, or response to literature we’ve read. Please keep a folder with the writing from each of the SSW times and plan to submit it for review every third week. This writing is part of the participation grade as well as the requirement for upper level literature courses of 5000 words of writing. **The writing is done in-class only. This SSW requirement is 15% of your course grade.**

6. Book Talk Presentation—You will read a novel of your choice—everyone in the class will read a different novel, giving us an introduction to about 30 books; you will need to submit your choice to me **via email before the Feb. 11 class period** so I can make sure there are no duplicate selections. Beginning Feb. 18, we will have 5 Book Talks at each class meeting until everyone in the class has presented. There will be a sign-up for the presentation dates during the Feb. 11 class session. Book Talk presentations will include

- 5-8 minute oral presentation
- Handouts for the class which include 3 key quotes from the book **and an explanation of their significance**, author background, bibliography of the author’s writings, literary response and/or teaching tips/resources for the book (the handout can be in poster or advertising flyer format since you are literally “selling the book.”)
- Rationale for why others should read this novel (in a sense, you’re a salesperson for the book)

The Book Talk component – because it has oral and written components earns **20% of your course grade, 10% for the oral and 10% for the written (CLO 1)**

7. Unit of Study (for those who are English Preparation for Teaching/Multiple Subject majors) or Author and Critical Annotated Bibliography for non-Credential majors

- A hard copy of the unit of study or the annotated bibliography author and critical material due on the day of your group presentation

- b. Presentation planning session in-class on April 22
- c. Presentations during **May 6 and 13** class sessions—include handouts for your peers IF you don't submit an electronic copy that can be posted on Dr. Warner's web site

A more complete description of the project will be provided early in the course. The Unit of Study or Annotated Bibliography project earns **20% of your course grade (CLO 4)**

8. Quizzes, Final Exam, and overall participation earn **10% of the course grade**; The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester.

Grading Policy

Grades: The above requirements equal 100%; I assign numerical values to each assignment according to the following range

A: 91-99 B: 82-90 C: 73-81 D: 64-72 F: 63 and below

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. Your best efforts are expected and appreciated, but effort alone may not assure the highest grade if the writing or presentation does not meet the criteria for the assignment.

Classroom Protocol

Attendance/Participation: According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” When a class meets only once a week, we cover an incredible amount of material, which simply can't be made up. Come on time and stay for the full class session. I also believe in student-directed learning that suggests you want to be present at every class to get all you can from the course. **Any absence will affect your overall grade in the course since writing activities, discussion, and other participative activities cannot be made up.**

** Out of consideration for your classmates and so you can give your undivided attention to class activities, no cell phones, iphones, texting etc. are allowed; if you are using an e-reader, these should be used only for reading materials for class.

** I do **NOT** accept late papers. IF for some reason you need an exception, you must contact me **IN ADVANCE** of the due date, but the paper may still be accessed as late and the grade lowered.

**I do not check email on Sundays; please don't look for a response if you send an email those days.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy located at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have

submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

ENGL 112B / Literature for Young Adults, Spring 2014, Course Schedule

(This calendar is subject to change to better meet your needs and to adapt to speakers or other changes; Quizzes on Book Talks and course material will be added throughout the semester)

Week	Date	Topics, Readings, Assignments, Deadlines
1	T., Jan. 28	Introduction to the course, the syllabus, the instructor, each other; writing activity with the Foreword by Sue Ellen Bridgers in <i>Adolescents in the Search for Meaning</i> ; YA literature inventory—online handouts; Sustained Silent Writing (SSW), Overview of Robert Cormier Chapter 2 – online handouts; ASSIGNMENT: Print and read Ch. 1, pp. 1-31 from <i>Literature for Today's Young Adults (LfTYA)</i> —online handouts; Print from the online handouts: Thesis/ Literary Analysis and Rubrics for the Literary Analysis paper; Read <i>After the First Death</i> ; 1/3 of the class submit SSW folders for 1st check Feb. 4
2	T., Feb. 4	Book Pass activity and Ch. 3 from <i>Adolescents in the Search for Meaning</i> ; Discussion of Ch. 1 from <i>LfTYA</i> ; Guidelines for Literary Analysis papers—discussion of handouts—sample thesis ideas for <i>After the First Death</i> ; SSW ASSIGNMENT: Print and read Ch. 4 from <i>LfTYA</i> ; --online handouts; Print out Ch. 10 –Archetypes-- from online handouts; Finish reading <i>After the First Death</i> ; 1/3 of the class submit SSW folders for 1st check Feb. 11 ; Email Professor Warner with your choice of a novel for the Book Talk Presentation before noon on Feb. 11 ;
3	T., Feb. 11	Ch. 10 from <i>LfTYA</i> ; Discussion of <i>After the First Death</i> , specifically related to the characteristics of YA lit. from Ch. 1 & of Ch. 4: “Contemporary Realistic Fiction” in <i>LfTYA</i> ; Work with quantitative analysis of YA and canonical texts; Sign-up for Book Talk presentations; Model for Book Talk presentations—see Elements of Book Talks: online handouts; SSW ASSIGNMENT: Literary Analysis Paper due Feb. 18 or 25 for <i>After</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>the First Death</i> ; Ch. 4 from <i>Adolescents in the Search for Meaning</i> ; Begin reading <i>Speak</i> ; 5 Book Talk presenters prepare; 1/3 of the class submit SSW folders for 1st check Feb. 18 ;
4	T., Feb. 18	4 or 5 Book Talk Presentations; Overview on Laurie Halse Anderson – view portion of Anderson’s talk to SJAWP teachers, Ch. 5 from <i>Adolescents in the Search for Meaning</i> ; Presentation of “A Curriculum of Difference”—sample unit of study ideas and guidelines for the Unit of Study or Annotated Bibliography assignment; SSW ASSIGNMENT: Finish reading <i>Speak</i> ; Print and read Ch. 5 from <i>LfTYA</i> —online handouts; 1/3 of the class submit SSW folders for 2nd check Feb. 25 ; Literary Analysis paper for <i>After the First Death</i> if using Feb. 25 due date
5	T., Feb. 25	Discussion of <i>Speak</i> and film presentations of novels; DVD of <i>Speak</i> ; SSW ASSIGNMENT: Locate 3 poems you would teach to Young Adults— email the titles of your poems to Dr. Warner before March 3 ; prepare to talk about 1 of the poems to class on March 4; 1/3 of the class submit SSW folders for 2nd check March 4 ; 5 Book Talk presenters prepare; Print “I am poems” handouts from online handouts; Begin reading <i>We Were Here</i>
6	T., March 4	5 Book Talk presentations; Discussion Ch. 5 from <i>LfTYA</i> —Poetry, Drama, Humor, & New Media; Sharing of poems; “I am” Poetry Writing activities; Sign Up for Unit of Study or Annotated Bibliography presentation categories; SSW ASSIGNMENT: Print and Read Ch. 8 in <i>LfTYA</i> ; Print <i>R & J</i> Oral Summary and <i>Macbeth</i> Plot Game – online handouts; Paper for <i>Speak</i> due March 11 ; Continue reading <i>We Were Here</i> ; 1/3 of the class submit SSW folders for 2nd check March 11 ; 5 Book Talk presenters prepare
7	T., March 11	5 Book Talk Presentations; Finish presentation of poems; Intro on Matt de la Peña and discussion of <i>We Were Here</i> ; SSW ASSIGNMENT: Ch. 8: “History and History Makers: Of People and Places”—on line handouts; Ch. 6 in <i>Adolescents in the Search for Meaning</i> ; Bring your copy of <i>Witness</i> to class on March 18 ;

Week	Date	Topics, Readings, Assignments, Deadlines
8	T., March 18	<p>Readers' Theatre of <i>Witness</i> and In-class writings that account for 10% of your overall grade; SSW</p> <p>ASSIGNMENT: Print Ch. 9 from <i>LfTYA</i>—online handouts; 1/3 of the class submit SSW folders for 3rd check April 1; Paper on <i>We Were Here</i> if using April 1 due date; Begin reading of <i>The Prisoner of Azkaban</i>;</p>
9	T., April 1	<p>5 Book Talk Presentations; Finish discussing <i>We Were Here</i>; Drama activities with <i>R & J</i>, <i>Macbeth</i>; Ch. 9 in <i>LfTYA</i>; SSW</p> <p>ASSIGNMENT: Print and read Ch. 7 – online handouts; Paper on <i>We Were Here</i> if using April 8 due date; Read Chs. 7 & 8 from <i>Adolescents in the Search for Meaning</i>; Finish reading of <i>The Prisoner of Azkaban</i>; 1/3 of the class submit SSW folders for 3rd check April 8; 5 Book Talk presenters prepare</p>
10	T., April 8	<p>5 Book Talk Presentations; Discussion of material from <i>LfTYA</i> Ch. 7: "Fantasy, Science Fiction, Utopias, and Dystopias and of <i>The Prisoner of Azkaban</i>; Chs. 7 & 8 from <i>Adolescents in the Search for Meaning</i>; SSW</p> <p>ASSIGNMENT: 1/3 of the class submit SSW folders for 3rd check April 15; Print and read Ch. 6 in <i>LfTYA</i>—online handouts; Email Professor Warner with information on your Unit of Study/Annotated Bibliography selections</p>
11	T., April 15	<p>5 Book Talk Presentations; Discussion of Ch. 6: Adventure, Sports, Mysteries, and the Supernatural from <i>LfTYA</i>; Ch. 8 from <i>Adolescents in the Search for Meaning</i>; SSW</p> <p>ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check April 22; Paper for <i>The Prisoner of Azkaban</i> if using the April 22 date; Begin reading of <i>Whale Talk</i></p>
12	T., April 22	<p>5 Book Talk presentations; Work with <i>The ALAN Review</i> researching topics in YA Literature; Preparation for Oral Presentations; SSW</p> <p>ASSIGNMENT: Reading of <i>Whale Talk</i>; 1/3 of the class submit SSW folders for 4th check April 29; *Field Experience paper due April 29 or May 6*</p>
13	T., April 29	<p>Video of interview with Chris Crutcher; Discussion of <i>Whale Talk</i>; Preparation for Oral Presentations; SSW</p> <p>ASSIGNMENT: Paper on <i>Whale Talk</i> due May 6; 1/3 of the class submit SSW folders for 4th check May 6; Field Experience papers if not submitted on April 29; Finish research/reading for the Unit of</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Study/Annotated Bibliographies – May 6 presenters prepare
14	T., May 6	Presentations of Unit of Study/ Annotated Bibliographies; SSW; ASSIGNMENT: All submit SSW folders on May 13 ; May 13 presenters prepare
15	T., May 13	Finish Group Presentations; SSW; Review for Final Exam; ASSIGNMENT: Prepare for Final Exam
Final Exam	T., May 20	5:15-7:30 -- The Final Exam will be a comprehensive essay/short answer exam covering all readings, presentations, lectures, etc. It will be open-notes, open book, open notebook and is meant to be an integrative response to the work of the semester