

San José State University
Department of English and Comparative Literature
English 112B, Young Adult Literature, Section 1, Spring 2012

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Class Days/Time:	Tuesdays and Thursdays, 4:30-5:45
Classroom:	Dudley Moorhead Hall 354

Faculty Web Page

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/people/Michelle.Hager>. If you navigate to the English 112B page, you can also find links to additional young adult literature resources.

Course Description

Welcome to English 112B! This course is an upper division English literature course designed to introduce adult readers to young adult literature—works that are written for adolescents between the ages of 13 and 18. Through our study of young adult fantasy, realistic fiction, and historical fiction, we will discover the ways in which this genre addresses issues such as death, race, love, friendship, prejudice, religion, and sexuality. Young adult literature has been erroneously classified as simple-minded or inferior to writing for an “adult” audience. However, 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. Even though the main characters in our novels are adolescents, the authors of these books still structure their works with complex literary devices and themes, similar to those found in adult literature.

This class has been designed to meet the subject matter requirement for those considering teaching at the middle/high school level; however, this is a literature course, not a course in methodology.

You must submit all major out-of-class assignments to **turnitin.com**. Our class ID# is **4724787**, and our password is **yalit**. Please register with the website as soon as possible.

Prerequisites

Passage of English 1A and 1B, successful completion of the WST, and upper division standing.

Student Learning Objectives

In the Department of English and Comparative Literature, students will demonstrate the ability to

SLO 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, and/or rhetoric;

SLO 2 show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;

SLO 3 write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;

SLO 4 develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;

SLO 5 articulate the relations among culture, history, and texts.

Academic Policies

You are responsible for reading the SJSU academic policies about add/drop, disability, and academic integrity which are available online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>.

Course Content

Reading

Since this is a literature course, reading will be assigned on a daily basis, and it is a crucial component of the class. Reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based upon our reading material. It will be impossible to be a successful student in this course if you neglect to complete the daily reading.

Literary Analysis Papers

You are required to write **three** 3-4 page literary analysis papers for **three** of the required novels. You will sign up for your novel selections. The due dates for the literary analysis papers are noted on the syllabus schedule.

The field experience paper can replace **one** of the literary analysis essays. Teaching credential candidates are highly encouraged to complete the field experience option. I will provide more details about this assignment as we progress through the semester.

The three essays are worth 30% of your course grade (300 points).

Book Talk Project

For the “Book Talk” project, you will read a YA novel of your choice (one that is not required reading for our class). I will provide genre selections and novel options; everyone in the class will read a different novel, giving us an introduction to about 35 books. You will submit your choice to me via email early in the semester so I can make sure there are no duplicate selections. There will be sign-ups for presentation dates as noted on the class schedule.

“Book Talk” presentations will include (1) a 5-8 minute oral presentation and (2) handouts for the class that include your synopsis of the text, three key quotes from the book and explanations of their significance, a summary of the author’s background, a brief bibliography of the author’s writings, your literary response and/or teaching tips/resources for the book, and your rationale for why others should read this novel. Feel free to be creative with the formatting of your handout—you are trying to “sell” the book to your peers.

The “Book Talk” project is 15% of your course grade (150 points).

Annotated Bibliography

With the annotated bibliography project, you will have the opportunity to explore YA literature beyond the novels that we are studying in this class. You are responsible for creating a detailed annotated bibliography, following the guidelines listed on the assignment sheet that will be provided early in the semester. I hope that you will be able to use these annotated bibliographies for reference in the future, especially if you are entering the teaching profession. The annotated bibliography is worth 150 points, or 15% of your course grade.

Final Exam

The date of the comprehensive final exam is listed on the syllabus schedule. There will be an essay portion for this examination, and you will need to bring a large bluebook to class on the exam date. The exam will be open-book, open-notes. You will find that careful attention to our class discussions and thorough notes regarding the class material will be invaluable for this exam. The final exam is worth 15% of your course grade (150 points).

Class Work, Participation, and Homework

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you are not present in class. I expect you to attend class daily, come on time, and stay for the full class period. ***Absences and/or tardiness will affect your grade.***

In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. ***Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your***

cell phone (this especially includes under the desk/table text messaging—I do see you!). This behavior is both rude and unprofessional. Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

Class work, day-to-day participation, and homework make up 15% of your course grade (150 points).

Quizzes

You will take a unit quiz for each of our required novels. These quizzes will test your completion of the required reading assignments and your deeper understanding of the material. The quizzes are worth 10% of your course grade (100 points).

Required Texts and Materials

Textbook

- Warner, Mary L. *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story*, ISBN 9780810854307

Novels

- Anderson, Laurie Halse. *Speak*, ISBN 9780142407325
- Cormier, Robert. *After the First Death*, ISBN 9780440208358
- Crutcher, Chris. *Whale Talk*, ISBN 9780061771316
- Hesse, Karen. *Witness*, ISBN 9780439272001
- Rowling, J.K. *Harry Potter and the Prisoner of Azkaban*, ISBN 9780439136365
- Zusak, Markus. *The Book Thief*, ISBN 9780375842207

Other Material Requirements

- *English 112B Course Reader* (to be purchased at Maple Press)
- Large bluebooks for the final exam

Grading Breakdown and Policies

Grading Breakdown

• Literary Analysis Papers (3 at 10% each) OR 2 Literary Analysis Papers and 1 Field Experience Paper	30%
• Book Talk Project	15%
• Annotated Bibliography	15%
• Final Exam	15%
• Class Work, Participation, and Homework	15%
• Quizzes	10%

Late Policy

I am a prompt person, so I expect the same from you. While late work will be accepted up to one week after the due date, it will be graded down significantly. ***For each calendar day that your work is late, it will be graded down one full letter grade.*** If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. ***After one week, I will no longer accept the assignment.*** If extenuating circumstances apply for any class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations. Turn in your work on time to avoid late penalties.

Departmental Grading Policy

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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

SJSU Writing Center

The SJSU Writing Center is located in Suite 126 in Clark Hall. Writing Specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Make an appointment online through the Writing Center website: <http://www.sjsu.edu/writingcenter>.

English 112B, Spring 2012, Course Schedule

Reading assignments must be ***completed*** by the day they are listed!

SLO = Student Learning Objective; **ASM** = *Adolescents in the Search for Meaning*; **CR** = *Course Reader* (from the Maple Press). **ALWAYS bring any books to class from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 26 th	Introductions, syllabus review, YA literature/author inventory
Tuesday, January 31st	Cormier, <i>After the First Death</i> , Parts 1 and 2 (3-46) Maple Press visit—bring money to purchase your <i>Course Reader</i> Literary Analysis Assignment Review and Sign-Up Sheet (date selections)
Thursday, February 2 nd	Cormier, <i>After the First Death</i> , Parts 3-5 (47-92) “Contemporary Realities” (<i>ASM</i> xvii-xxvi) “Books about Real-Life Experiences; Cormier, Robert: <i>After the First Death</i> ” (<i>ASM</i> 120-1) Book Talk Assignment Review and Sign-Up Sheet (date selections)
Tuesday, February 7 th	Cormier, <i>After the First Death</i> , Part 6 (93-131) Chapter 1 from <i>Literature for Today's Young Adults</i> (<i>CR</i> 48-76) MLA Formatting Review (<i>CR</i> 45-7)
Thursday, February 9 th	Cormier, <i>After the First Death</i> , Parts 7-9 (133-197) Gurdon, “Darkness too Visible” (<i>CR</i> 1-7) Book Talk Selections DUE (via email)
Tuesday, February 14 th	Cormier, <i>After the First Death</i> , Parts 10-END (199-END) <i>After the First Death</i> Unit Quiz (SLO 1, 2, 5) Literary Analysis Essay for <i>After the First Death</i> DUE (SLO 1-3, 5)
Thursday, February 16 th	Crutcher, <i>Whale Talk</i> , Chapters 1-3 (1-62) “Books about Real-Life Experiences; Crutcher, Chris: <i>Whale Talk</i> ” (<i>ASM</i> 125-6) Gill, “Young Adult Literature for Young Adult Males” (<i>CR</i> 8-13)
Tuesday, February 21 st	Crutcher, <i>Whale Talk</i> , Chapters 4-5 (63-102) Chapter 4 from <i>Literature for Today's Young Adults</i> (<i>CR</i> 79-95)

Date	Topics, Readings, Assignments, Deadlines
Thursday, February 23 rd	Crutcher, <i>Whale Talk</i> , Chapters 6-9 (103-174) “Young Adults Sharing their Perspectives” (ASM 3-22) Five Book Talk Presentations (SLO 1-5)
Tuesday, February 28 th	Crutcher, <i>Whale Talk</i> , Chapters 10-12 (175-228) Annotated Bibliography Assignment Review
Thursday, March 1st	Crutcher, <i>Whale Talk</i> , Chapters 13-END (229-END) Whale Talk Unit Quiz (SLO 1, 2, 5) Literary Analysis Essay for <i>Whale Talk</i> DUE (SLO 1-3, 5)
Tuesday, March 6 th	Anderson, <i>Speak</i> (1-51) Five Book Talk Presentations (SLO 1-5)
Thursday, March 8 th	Anderson, <i>Speak</i> (52-119) “Books about Real-Life Experiences; Anderson, Laurie Halse: <i>Speak</i> ” (ASM 111-2)
Tuesday, March 13 th	Anderson, <i>Speak</i> (120-159) Kaplan, “Why We Should Read ‘Soft Pornography’” (CR 38-40) Anderson, “The Mystery and Magic of Story . . . ” (CR 41-4)
Thursday, March 15 th	Anderson, <i>Speak</i> (160-END) Speak Unit Quiz (SLO 1, 2, 5) Literary Analysis Essay for <i>Speak</i> DUE (SLO 1-3, 5)
Tuesday, March 20 th	Hesse, <i>Witness</i> (1-96) “Books about Identity, Discrimination, and Struggles with Decisions; Hesse, Karen: <i>Witness</i> ” (ASM 198-9) Five Book Talk Presentations (SLO 1-5)
Thursday, March 22 nd	Hesse, <i>Witness</i> (97-END) Chapter 8 from <i>Literature for Today’s Young Adults</i> (CR 120-136) In-class Response Writing for <i>Witness</i> (SLO 1-3, 5)
Tuesday, March 27 th	No Class—Spring Break!
Thursday, March 29 th	No Class—Spring Break!

Date	Topics, Readings, Assignments, Deadlines
Tuesday, April 3 rd	Rowling, <i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 1-7 (1-140) Chapter 7 from <i>Literature for Today's Young Adults</i> (CR 96-119)
Thursday, April 5 th	Rowling, <i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 8-10 (141-210) “Books on Allegory, Fantasy, Myth, and Parable; Rowling, J.K.: <i>The Prisoner of Azkaban</i> ” (ASM 267-8) Five Book Talk Presentations (SLO 1-5)
Tuesday, April 10 th	Rowling, <i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 11-14 (211-290) Moon, “From Harry Potter to Blubber . . .” (CR 14-17) ALA, “100 Most Frequently Challenged Books: 2000-2009” (CR 18-20) ALA, “Banned and/or Challenged Books . . .” (CR 21-37)
Thursday, April 12 th	Rowling, <i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 15-17 (291-348) Chapter 10 from <i>Literature for Today's Young Adults</i> (CR 137-148) Five Book Talk Presentations (SLO 1-5)
Tuesday, April 17 th	Rowling, <i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 18-END (349-END) Harry Potter and the Prisoner of Azkaban Unit Quiz (SLO 1, 2, 5) Literary Analysis Essay for Harry Potter and the Prisoner of Azkaban DUE (SLO 1-3, 5)
Thursday, April 19 th	Zusak, <i>The Book Thief</i> (2-80)
Tuesday, April 24 th	Zusak, <i>The Book Thief</i> (81-170) Five Book Talk Presentations (SLO 1-5)
Thursday, April 26 th	Zusak, <i>The Book Thief</i> (171-222) Field Experience Paper DUE (SLO 3, 4)
Tuesday, May 1 st	Zusak, <i>The Book Thief</i> (223-303) Chapter 12 from <i>Literature for Today's Young Adults</i> (CR 149-156)
Thursday, May 3 rd	Zusak, <i>The Book Thief</i> (304-378) “Interview with Markus Zusak” YouTube Video

Date	Topics, Readings, Assignments, Deadlines
Tuesday, May 8 th	Zusak, <i>The Book Thief</i> (379-491) Five Book Talk Presentations (SLO 1-5)
Thursday, May 10 th	Zusak, <i>The Book Thief</i> (492-END) The Book Thief Unit Quiz (SLO 1, 2, 5) Literary Analysis Essay for <i>The Book Thief</i> DUE (SLO 1-3, 5)
Tuesday, May 15 th	Poetry and Short Stories for young adults Annotated Bibliography Project DUE (SLO 1-5)
Wednesday, May 23 rd	Final Examination! 2:45PM-5:00PM (SLO 1-3, 5)