

San José State University
Department of English and Comparative Literature
English 112B, Literature for Young Adults, Section 1, Fall 2014

Instructor:	Michelle Hager-Hernandez
Office Location:	Clark Hall, Suite 126 (in the Writing Center)
Telephone:	(408) 924-2249 or (408) 924-5073
Email:	Michelle.Hager@sjsu.edu
Office Hours:	Tuesday, 1:00-2:00; Wednesday, 3:00-4:00; and by appointment
Class Days/Time:	Wednesday, 4:30-7:15
Classroom:	Boccardo Business Complex (BBC) 120

Faculty Web Page

Copies of the course materials such as the syllabus, handouts, and assignment prompts can 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 upper-division literature course is 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 YA literature 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 it plays in the lives of adolescents. Even though the main characters in works of YA literature 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 who plan to teach at the middle or 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 8276049, and our password is *yalit***. Please register with the website as soon as possible.

Course Goals and 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.

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

1. the literary analysis papers, which require 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 (**SLO 1**) and write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject (**SLO 3**).
2. the “Book Talk” project, which 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 (**SLO 1**).
3. the annotated bibliography assignment, which requires students to develop and carry out a research project, and to locate, evaluate, organize, and incorporate information effectively (**SLO 4**).
4. the readings and subsequent in-class discussions and assignments that ask students to articulate the relations among culture, history, and texts, especially as they read works that present different historical or cultural perspectives (**SLO 5**).

Required Texts and Materials

Textbook

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

Novels

- *Speak*, Laurie Halse Anderson
- *After the First Death*, Robert Cormier
- *Whale Talk*, Chris Crutcher
- *Witness*, Karen Hesse
- *Harry Potter and the Prisoner of Azkaban*, J.K. Rowling

- *The Book Thief*, Markus Zusak

Other Material Requirements

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

Library Liaison for English Courses

The English library liaison is available to assist you with your research needs. You can contact Toby Matoush at 408-808-2096 or Toby.Matoush@sjsu.edu.

Course Requirements and Assignments

Reading

Since this is a literature course, daily reading will be assigned, 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 difficult 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 later in 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 to the text, your 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 worth 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 15% of your course grade (150 points).

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 green book 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.*** If you must be absent, please give me the professional courtesy of contacting me in advance (if possible).

In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, 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. (I do see you when you are text messaging under the table!)*** This behavior is both rude and unprofessional.

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

Quizzes

You will take a unit quiz for five 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).

Grading Policy

Grading Breakdown

- Literary Analysis Papers (3 at 10% each) 30%
OR 2 Literary Analysis Papers and 1 Field Experience Paper
- Book Talk Project 15%
- Annotated Bibliography 15%

- Final Exam 15%
- Class Work, Participation, and Homework 15%
- Quizzes 10%

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

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 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.

University Policies

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the catalog policies for the current semester at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the academic calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars.

The policy for late drops 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>.

Recording Policies

University Policy S12-7 (<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.”

“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.”

SJSU Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The University Academic Integrity Policy S07-2 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 is available at <http://www.sjsu.edu/studentconduct>.

Campus Policy on Compliance with Americans with Disabilities Act

If a student needs course adaptations or accommodations because of a disability, or if a student needs 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 requires that students with disabilities register with AEC (Accessible Education Center) to establish a record of their disability. The AEC website is <http://www.sjsu.edu/aec>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the first floor of Clark Hall. 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.

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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

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 at <http://www.sjsu.edu/counseling>.

English 112B, Fall 2014, 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
Wednesday, August 27	Introductions, syllabus review, YA literature/author inventory Maple Press visit—bring money to purchase your <i>Course Reader</i> Literary Analysis Assignment Review and Sign-Up Sheet (date selections)
Wednesday, September 3	Cormier, <i>After the First Death</i> , Parts 1-6 (3-131) “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) In-class: MLA Formatting Review Book Talk Assignment Review and Sign-Up Sheet (date selections)
Wednesday, September 10	Cormier, <i>After the First Death</i> , Parts 7-END (133-233) Chapter 1 from <i>Literature for Today’s Young Adults</i> , “Young Adults and their Reading” (<i>Course Reader</i>) Gurdon, “Darkness too Visible” (<i>CR</i> 1-7) Book Talk Selections DUE (via email) <i>After the First Death</i> Unit Quiz (SLO 1, 5)
Wednesday, September 17	Crutcher, <i>Whale Talk</i> , Chapters 1-9 (1-174) “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) Annotated Bibliography Assignment Review Literary Analysis Essay for <i>After the First Death</i> DUE (SLO 1, 3, 5)
Wednesday, September 24	Crutcher, <i>Whale Talk</i> , Chapters 10-END (175-298) Chapter 4 from <i>Literature for Today’s Young Adults</i> , “Contemporary Realistic Fiction: From Tragedies to Romances” (<i>Course Reader</i>) “Young Adults Sharing their Perspectives” (<i>ASM</i> 3-22) <i>Whale Talk</i> Unit Quiz (SLO 1, 5) Book Talk Presentations (SLO 1, 3, 4, 5)

Date	Topics, Readings, Assignments, Deadlines
Wednesday, October 1	<p>Anderson, <i>Speak</i> (1-99)</p> <p>“Books about Real-Life Experiences; Anderson, Laurie Halse: <i>Speak</i>” (ASM 111-2)</p> <p>Book Talk Presentations (SLO 1, 3, 4, 5)</p> <p>Literary Analysis Essay for <i>Whale Talk</i> DUE (SLO 1, 3, 5)</p>
Wednesday, October 8	<p>Anderson, <i>Speak</i> (100-197)</p> <p>Kaplan, “Why We Should Read ‘Soft Pornography’” (CR 38-40)</p> <p>Anderson, “The Mystery and Magic of Story . . .” (CR 41-4)</p> <p><i>Speak</i> Unit Quiz (SLO 1, 5)</p>
Wednesday, October 15	<p>Hesse, <i>Witness</i> (1-161)</p> <p>“Books about Identity, Discrimination, and Struggles with Decisions; Hesse, Karen: <i>Witness</i>” (ASM 198-9)</p> <p>Chapter 8 from <i>Literature for Today’s Young Adults</i>, “History and History Makers: Of People and Places” (Course Reader)</p> <p>In-class: Response Writing for <i>Witness</i> (SLO 1, 3, 5)</p> <p>Literary Analysis Essay for <i>Speak</i> DUE (SLO 1, 3, 5)</p>
Wednesday, October 22	<p>Rowling, <i>Harry Potter and the Prisoner of Azkaban</i>, Chapters 1-7 (1-140)</p> <p>Chapter 7 from <i>Literature for Today’s Young Adults</i>, “Fantasy, Science Fiction, Utopias, and Dystopias” (Course Reader)</p> <p>“Books on Allegory, Fantasy, Myth, and Parable; Rowling, J.K.: <i>The Prisoner of Azkaban</i>” (ASM 267-8)</p> <p>Book Talk Presentations (SLO 1, 3, 4, 5)</p>
Wednesday, October 29	<p>Rowling, <i>Harry Potter and the Prisoner of Azkaban</i>, Chapters 8-14 (141-290)</p> <p>Moon, “From <i>Harry Potter</i> to <i>Blubber</i> . . .” (CR 14-17)</p> <p>ALA, “100 Most Frequently Challenged Books: 2000-2009” (CR 18-20)</p> <p>ALA, “Banned and/or Challenged Books . . .” (CR 21-37)</p> <p>Book Talk Presentations (SLO 1, 3, 4, 5)</p>
Wednesday, November 5	<p>Rowling, <i>Harry Potter and the Prisoner of Azkaban</i>, Chapters 15-END (291-435)</p> <p>Chapter 10 from <i>Literature for Today’s Young Adults</i>, “Evaluating, Promoting, and Using Young Adult Books” (Course Reader)</p> <p><i>Harry Potter and the Prisoner of Azkaban</i> Unit Quiz (SLO 1, 5)</p> <p>Annotated Bibliography Project DUE (SLO 1, 3, 4)</p>

Date	Topics, Readings, Assignments, Deadlines
Wednesday, November 12	Zusak, <i>The Book Thief</i> (2-170) Book Talk Presentations (SLO 1, 3, 4, 5) Literary Analysis Essay for <i>Harry Potter and the Prisoner of Azkaban</i> DUE (SLO 1, 3, 5)
Wednesday, November 19	Zusak, <i>The Book Thief</i> (171-370) “Interview with Markus Zusak” <i>YouTube</i> Video Book Talk Presentations (SLO 1, 3, 4, 5)
Wednesday, November 26	No class—Thanksgiving holiday!
Wednesday, December 3	Zusak, <i>The Book Thief</i> (371-550) Chapter 12 from <i>Literature for Today’s Young Adults</i> , “Young Adult Novels/Classics for Pairing” (<i>Course Reader</i>) <i>The Book Thief</i> Unit Quiz (SLO 1, 5) Field Experience Paper DUE (SLO 3, 4)
Wednesday, December 10	Lozano, “Why You Should Be Reading YA Books” (<i>CR</i> 45-7) Graham, “Against YA” (<i>CR</i> 48-51) Pratt, “Why Adults Shouldn’t Be Embarrassed to Read Children’s Books” (<i>CR</i> 52-3) In-class: Poetry and short stories for young adults Literary Analysis Essay for <i>The Book Thief</i> DUE (SLO 1, 3, 5)
Wednesday, December 17	Final Examination! 5:15 PM – 7:30 PM (SLO 1, 3, 5) Bring pens, green books, all novels, and all class notes/handouts