

San José State University
Department of English & Comparative Literature College
of Humanities & the Arts/
ENGL 112B.01: Literature for Young Adults, Spring 2019

Instructor: Dr. Mary Warner

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Office Hours: M: 10:00-11:30; **English Credential Advising Hrs.:** T: 3:00-5:30; W: 3:30-6:00; F: 3:00-5:00; To schedule an appointment, please go to the following link on the English Department website:
<https://calendar.google.com/calendar/selfsched?sstoken=UVBKRUthNXRMajE5fGRIZmF1bHR8ZTQxYmYxMzUwNDY0ZmZmNDQ5MjhhYTE4MTQ3MzcyNDM>

Class Days/Time: M: 4:30-7:15

Classroom: Sweeney Hall 238

Faculty Web Page and MYSJSU Messaging

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 13-19. 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, though, 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 Literary Analysis paper 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**). For those who are prep for teaching English majors, the Unit of Study will also involve knowledge of major literary works and address **CLO 2**.
4. The Book to Film paper demonstrates **CLOs 1, 3 and 5**.

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 or on the English 1112B Handouts' page; 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 will be able to see all the readings from *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story*, *Literature for Today's Young Adults* and my own creations displayed in class. You may want to have hard copies for further reference, and if you do, you can print these from this link: http://www.sjsu.edu/faculty/mary.warner/English112B_Handouts.html

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 (If you chose to do a literary analysis paper for *The Prisoner of Azkaban*, 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 sites key to the course: <http://www.alan-ya.org/> and <http://www.yawednesday.com/>

Library Liaison

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

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or

course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- Increased course content and/or collateral readings
- Book to Film paper/project
- Field Experience
- Creative Projects/Publication
- Blog submission to the YA Wednesdays: www.yawednesday.com

I evaluate and assess all of the requirements listed above according the grading policy listed below. A more detailed description of the 1-unit enhancement is attached to this syllabus.

1. Thorough and conscientious reading of the text/text materials, all assigned novels, and a novel 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 **one** of the required novels; this paper earns **10% of your course grade**. The following are the Due Dates for the paper. 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> | Feb. 18 or Feb. 25 |
| b. Paper on <i>Speak</i> | March 11 |
| c. Paper on <i>We Were Here</i> | March 18 or March 25 |
| d. Paper on <i>Prisoner of Azkaban</i> | April 15 or 22 |
| e. Paper on <i>Whale Talk</i> | April 29 or May 6 |

4. A Book to Film paper: You will select a book (it could be the same as the selection for your Book Talk if a film version is available) from a list of Book to Film options; read the novel and view the film version; then write a 3-5 page-paper analyzing the film version’s presentation regarding consistency with the novel. To allow for a model of the analysis, this paper will not be due until after **March 11 but prior to April 29**. This paper earns **15% of your course grade**. **(CLOs 1, 3, & 5)**

5. For the book, *Witness*, there will be in-class writing responses on March 25. The writing for *Witness* will comprise **10% of your grade** and is essentially the midterm for the course. **(CLO 3)**

6. 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. **It will also be a log of the work you do each week for the 4th credit enhancement of the course**. 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.**

7. Book Talk/Blog Presentation: You will read a novel selected from a list provided by Professor Warner—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 Feb. 11** so I can make sure there are no duplicate selections. Beginning Feb. 18, we will have 3-5 Book Talks at most class meetings 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

- a. 7-8-minute oral presentation
- b. A hard copy of your Book Talk which includes
 - 3 key quotes from the book **and an explanation of their significance**;
 - the author's web site & 2 points of interest about the author;
 - literary response and/or teaching tips/resources for the book – for which category of books detailed in Professor Warner's *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* might be this book be appropriate?
 - We'll be doing the format in a Blog that can be posted on Professor Warner's web page: <http://www.sjsu.edu/faculty/mary.warner/>
 - Rationale for why others should read this novel (in a sense, you're a salesperson for the book)
 - Analysis of the text complexity: qualitative and quantitative

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)**

8. Unit of Study (for those who are English Preparation for Teaching/Multiple Subject majors) or Critical Annotated Bibliography for English literature or creative writing majors. The Annotated Bibliography can focus on a genre or issues/topics in YA lit. Since this project incorporates field experience, additional readings and research that are part of the 4th credit enhancement, a more detailed description of the project will be provided on a separate handout.

You will present your Unit of Study or Annotated Bibliography during the **May 6 and May 13** class sessions—include an outline of the presentation for your peers IF you don't submit an electronic copy that can be posted on Dr. Warner's web site

The Unit of Study or Annotated Bibliography project earns **25% of your course grade (CLO 4)**

9. Final Exam and in class activities earn **5% 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 SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F=failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a “+” or a “-“ grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. 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: Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on the Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 112B / Literature for Young Adults, Spring 2019, 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 may be added throughout the semester)

Week	Date	Topics, Readings, Assignments, Deadlines
1	M., Jan. 28	Introduction to the course, the syllabus, the instructor, each other; writing activity with the Foreword by Sue Ellen Bridgers in

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><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;</p> <p>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</p>
2	M., Feb. 4	<p>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</p> <p>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;</p>
3	M., Feb. 11	<p>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/Blog presentations—see Elements of Book Talks/Blogs: online handouts; SSW</p> <p>ASSIGNMENT: Literary Analysis Paper due Feb. 18 or 25 for <i>After the First Death</i>; Ch. 4 from <i>Adolescents in the Search for Meaning</i>; Read <i>Speak</i>; 3 Book Talk presenters prepare; 1/3 of the class submit SSW folders for 1st check Feb. 18;</p>
4	M., Feb. 18	<p>3 Book Talk Presentations; Introduction to Dr. Bickmore’s YA Wednesdays; Ch. 5 from <i>Adolescents in the Search for Meaning</i>; Presentation of “A Curriculum of Difference”—sample unit of study; ideas, requirements, and guidelines for the Unit of Study or Annotated Bibliography project; SSW</p> <p>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</p>
5	M., Feb. 25	<p>Discussion of <i>Speak</i> and film presentations of novels; Description of the “Book to Film” paper; DVD of <i>Speak</i>; SSW</p> <p>ASSIGNMENT: Locate 3 poems you would teach to Young Adults—email the titles of your poems to Dr. Warner before March 2; prepare a 1-2-page-paper providing the rationale for teaching the poems; 1/3 of the class submit SSW folders for 2nd</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		check March 4 ; 6 Book Talk presenters prepare; Print “I am poems” handouts from online handouts; Read <i>We Were Here</i>
6	M., 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; Intro on Matt de la Peña; Sign Up for Unit of Study or Annotated Bibliography presentation categories; SSW ASSIGNMENT: 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	M., March 11	5 Book Talk Presentations; Finish presentation of poems; Discussion of <i>We Were Here</i> ; SSW ASSIGNMENT: 5 Book Talk presenters prepare; Print and Read Ch. 8: “Of History and History Makers” in <i>LfTYA</i> ; Bring your copy of <i>Witness</i> to class on March 25 ; Paper on <i>We Were Here</i> due March 18 or March 25
8	M., March 18	5 Book Talk Presentations; Ch. 8: “Of History and History Makers” in <i>LfTYA</i> ; Ch. 6 in <i>Adolescents in the Search for Meaning</i> ; Work with <i>The ALAN Review</i> researching topics in YA Literature; ASSIGNMENT: Print and read Ch. 7 <i>LfTYA</i> – online handouts; 1/3 of the class submit SSW folders for 3rd check April 8 ; Paper on <i>We Were Here</i> due if using March 25 date ; Book to Film paper is due before April 29
9	M., March 25	Readers’ Theatre of <i>Witness</i> and In-class writings that account for 10% of your overall grade ; SSW; ASSIGNMENT: Read <i>The Prisoner of Azkaban</i> ; Print <i>R & J</i> Oral Summary and <i>Macbeth</i> Plot Game – online handouts; Print and read Ch. 7 in <i>LfTYA</i> —online handouts; Read Chs. 7 & 8 from <i>Adolescents in the Search for Meaning</i> ; 1/3 of the class submit SSW folders for 3rd check April 8 ; Any remaining Book Talk presenters prepare; Book to Film paper is due before April 29 ;
10	M., April 8	Discussion of <i>The Prisoner of Azkaban</i> and material from <i>LfTYA</i> Ch. 7: “Fantasy, Science Fiction, Utopias, and Dystopias”; SSW ASSIGNMENT: Read <i>Whale Talk</i> ; Print and read Ch. 6 in <i>LfTYA</i> —online handouts; Paper for <i>The Prisoner of Azkaban</i> if using the April 15 date ; 1/3 of the class submit SSW folders for 3rd check April 15 ; Book to Film paper is due before April 29 ;
11	M., April 15	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> ; Work with <i>R&J</i> Oral Summary & <i>Macbeth</i> Plot game; Review of drafts and Preparation for Oral Presentations of Units of Study/Annotated Bibliographies; ASSIGNMENT: Finish reading <i>Whale Talk</i> ; 1/3 of the class submit SSW folders for 4th check April 22 ; Paper for <i>The Prisoner of</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Azkaban</i> if using the April 22 date; Book to Film paper, if not yet submitted, is due April 29 ;
12	M., April 22	Video of interview with Chris Crutcher; Discussion of <i>Whale Talk</i> ; ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check April 29 ; Complete Unit of Study/Annotated Bibliographies – specifically the Field Experience paper and the “5-New-to-You” Reads;
13	M., April 29	Review for Final Exam; Workshop of Units of Study/Annotated Bibliographies; SSW ASSIGNMENT: 1/3 of the class submit SSW folders for 4th check May 6 ; May 6 presenters prepare;
14	M., May 6	Presentations of Unit of Study/ Annotated Bibliographies; SSW; ASSIGNMENT: Everyone submits SSW folders for Final check on May 13 ; May 13 presenters prepare; Prepare for the Final Exam
15	M., May 13	Presentations of Unit of Study/ Annotated Bibliographies; SSW; ASSIGNMENT: Prepare for the Final Exam
Final Exam	M., May 20	5:15-7:30 -- The Final Exam will be a comprehensive essay allowing you to incorporate 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