

Course Description

The undergraduate catalog describes ENGL 405 as a survey of young-adult literature with special attention to literary theories and methodologies that assist its interpretation,” which broadly describes what we will be covering in this course. We’ll also discuss the history of young-adult (YA) literature, and examine the ways in which authors, teachers, and critics imagine such literature functions.

As a writing intensive (“W”) course, this class requires a significant amount of written work: 20 pages of polished writing, total, by the end of the semester, in addition to drafts and informal writing assignments. We will do peer responding to these drafts in class, and you are always welcome to bring drafts to me to discuss as you revise them. Since this is a 400-level class, I will expect you to demonstrate your understanding of course content by incorporating research beyond the required course readings into your final project. We’ll talk about all of this more as the course gets underway.

Contact Information

Instructor: Dr. Rosemary V. Hathaway

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Phone: 304/293-9738

Office Hours: Tuesdays & Thursdays 11:30 a.m. – 12:30 p.m., Wednesdays 2:00-3:30 p.m., and by appointment

Texts

Required:

Anderson, Laurie Halse. *Speak* (ISBN 9780312674397)

Daniels, April. *Dreadnought* (ISBN 9781682300688)

Krosoczka, Jarrett. *Hey, Kiddo* (ISBN 9780545902489)

Lewis, John. *March* Book 1 (ISBN 9781603093002)

Mafi, Tahereh. *A Very Large Expanse of Sea* (ISBN 9780062866561)

Thomas, Angie. *The Hate U Give* (ISBN 9780062498533)

Choices for literature circles:

- EITHER Libba Bray’s *Beauty Queens* (ISBN 9780439895989) OR Adam Silvera and Becky Albertalli’s *What If It’s Us* (ISBN 9780062795250)
- EITHER Kwame Alexander’s *Solo* (ISBN 9780310761839) or *Swing* (ISBN 9780310761914)

Policies and Procedures

It should go without saying, but ***please turn off cell phones and put them away during class***. If you’re expecting an important call, please set your phone to vibrate and take the call in the hallway.

Attendance—Since most of the learning in this course will happen via class discussion, I expect you to attend every class. I trust that you’ll check in if you’ve missed class to find out what you’ve missed, and that you will get notes from another class member. Missed in-class work must be made up before the next class meeting.

Late arrivals—We will start class on time, so please plan to be here on time. Late arrivals are really disruptive, and if chronic lateness becomes a problem, it will affect your final grade.

Leaving early—Please let me know before class begins if you need to leave early, and what time you will need to leave. In this situation, I'd also appreciate it if you'd sit close to the door so that you can slip out unobtrusively.

End of class—The end of class is usually devoted to summarizing material or making announcements, so please refrain from packing up books, etc., so that you don't miss anything yourself or distract others. I know that some professors have a bad habit of going way over the scheduled ending time for their classes (I had some of them myself)—but I do keep track of the time and promise to always let you out at the class' scheduled ending time.

Course Requirements

Detailed information about the following assignments will be provided separately. Your final grade will be calculated as follows:

Paper 1 (reading autobiography)	15%
Paper 2 (research paper)	30%
Annotated bibliography	15%
Final project	15%
Drafts of papers 1 and 2, annotated bibliography, and final project	10%
Literature-circle work	5%
Discussion questions & in-class writing	10%

Grades

Most assignments will be graded on a 100-point scale, with 90-100 being an A, 80 to 89 a B, 70 to 79 a C, 60 to 69 a D, and anything below 60 an F. Shorter assignments will be graded on a 5- or 10-point scale, or (in some cases) just with a checkmark to indicate completion.

Late Papers/Assignments and Extensions

All assignments are due in class, at the beginning of class, on the day they are due. Papers submitted by e-mail or put in my mailbox instead of submitted in class will have 5 pts. deducted from the paper's final score, and papers turned in in any form after class will lose 5 pts. per day. (So, a paper turned in on the day it is due but after class will lose 5 pts., a paper turned in the following day will lose 10 pts., and so on.)

PLEASE NOTE: I'm generally willing to grant extensions, but **you must talk to me first and submit a written extension request to me before the assignment is due.** I will ask you to set your own revised due date, subject to my approval, and you will be held to that due date.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter. After all, as a writing-intensive course, one of our goals is to hone those skills.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity, and Inclusion (<https://diversity.wvu.edu/>) as well.

Sexual Misconduct Statement

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator (<https://titleix.wvu.edu/staff>).

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the **Carruth Center, 304-293-9355** or **304-293-4431** (24-hour hotline), and locally within the community at the **Rape and Domestic Violence Information Center (RDVIC), 304-292-5100** or **304-292-4431** (24-hour hotline).

For more information, please consult WVU's Title IX Office (<https://titleix.wvu.edu/confidential-resources>).

*DAY-TO-DAY SCHEDULE***WEEK ONE**

- T Jan 8 Introduction to course
- R 10 READ: eCampus, Chapter 1 of Penny Kittle's *Book Love*; New Yorker article titled "Why We Don't Read"; NYT article titled "Bedtime Stories for Young Brains"
IN CLASS: Discussion of literacy education—what works and what doesn't

WEEK TWO

- T 15 READ: eCampus, editorials about "dark" YA literature by Gurdon and Alexie
IN CLASS: Discussion about the marketing, audience, and functions of YA lit and introduction to paper 1
- R 17 READ: Anderson's *Speak*, pp. 3-92 (to section headed "Third Marking Period")

WEEK THREE

- T 22 READ: Anderson's *Speak*, pp. 95-end
- R 24 **DUE: Draft of paper 1**
READ: eCampus, excerpt from Scott McCloud's *Understanding Comics*
IN CLASS: Feedback session on drafts and discussion of YA graphic novels

WEEK FOUR

- T 29 **DUE: Paper 1**
READ: Lewis' *March, Book 1*, beginning to page 61
- R 31 READ: Lewis' *March, Book 1*, pp. 62-end

WEEK FIVE

- T Feb 5 READ: Thomas' *The Hate U Give*, chapters 1-9
IN CLASS: Intro to paper 2, the research paper
- R 7 READ: Thomas' *The Hate U Give*, chapters 10-18

WEEK SIX

- T 12 READ: Thomas' *The Hate U Give*, chapters 19-26
DUE: Proposals for research paper
- R 14 READ: Krosoczka's *Hey, Kiddo* pages 1-153

WEEK SEVEN

- T 19 READ: Krosoczka's *Hey, Kiddo* pages 154-end
- R 21 IN CLASS: Library Day #1—meet in Room 136 on the ground floor of the library

WEEK EIGHT

- T 26 READ: eCampus article about trends in LGBTQ YA literature and Daniels' *Dreadnought*, chapters 1-12
- R 28 READ: Daniels' *Dreadnought*, chapters 13-23

WEEK NINE

- T Mar 5 READ: Daniels' *Dreadnought*, chapters 24-end
- R 7 **DUE: Draft of annotated bibliography**
IN CLASS: Responding session for annotated bibliography; organizational meeting for literature-circle 1

SPRING BREAK, MARCH 11-15**WEEK TEN**

- T 19 Literature circle one (Kwame Alexander), Day 1: Read part one of your group's book
- R 21 Literature circle one, Day 2: Read part two of your group's book
DUE: Annotated bibliography

WEEK ELEVEN

- T 26 Literature circle one, Day 3: Read part three of your group's book
- R 28 **DUE: Draft of research paper**
IN CLASS: Responding session to research-paper drafts

WEEK TWELVE

- T Apr 2 READ: Mafi's *A Very Large Expanse of Sea*, chapters 1-12
- R 4 READ: Mafi's *A Very Large Expanse of Sea*, chapters 13-24
DUE: FINAL research paper

WEEK THIRTEEN

- T 9 READ: Mafi's *A Very Large Expanse of Sea*, chapters 25-end
IN CLASS: Organizational meeting for lit-circle 2
- R 11 Literature circle 2, day 1: Read part one of your group's book

WEEK FOURTEEN

T 16 Literature circle 2, day 2: Read part two of your group's book

R 18 Literature circle 2, day 3: Read part three of your group's book

WEEK FIFTEEN—WORKSHOP & FINAL PRESENTATIONS

T 23 **DUE: Draft of final project**
IN CLASS: Responding session on drafts and workshop

R 25 IN CLASS: Presentations of final projects

FINALS WEEK

M 29 **Final projects due by 5 p.m.**